The University of Edinburgh

BSc Physical Education

Programme Proposal

The Moray House School of Education

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SUMMARY INFORMATION

Awarding institution The University of Edinburgh
School Moray House School of Education
Final Award BSc (Hons) Physical Education (with Qualified Teacher Status). There are exit points at 200 credits HND and 360 credits BA Educational Studies or BA Physical Education
Programme Title Physical Education (with Qualified Teacher status)
Programme Director Andrew Horrell (subject to appointment)
Duration of study Four years Full-time
Proposed start date September 2014
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Rationale of the BSc Honours Physical Education Programme

Aims of the Programme

The new four year BSc (Hons) Physical Education programme aims to prepare students to confidently teach physical education, health and well-being and other related interventions associated with Curriculum for Excellence across the 3-18 age range. As a result of critical engagement with specialist academic discourse and placement in schools, graduates from the programme will have the professional knowledge, skills and values necessary to meet the policy-informed twenty-first century ambitions of teachers in Scotland. As such, graduates will enter the profession with the creative capabilities necessary to constructively contribute to curriculum development and to school-based reviews of how innovative pedagogical and assessment practices can further enhance learning. In so doing, graduates will also be able to play a leading role in raising attainment, as well as contributing to the wider ethos of the school and community. In addition, the programme through its commitment to high levels of disciplinary knowledge and research inquiry promotes the importance of teachers’ active learning as part of career-long professional development.

The following specific objectives will be pursued to prepare teachers who:

- are knowledgeable, skilled and creative and committed to independent thinking, collaborative learning and on-going professional learning and development;
- understand learners both as individuals and members of the wider community, and as a result through critical, reflective and reflexive thinking seek to improve their educational experiences and outcomes;
- can understand and critically reflect on the aims and purposes of education in Scotland and the way that this may inform policy, school cultures and their own individual teacher identities
- understand the ecological and situated nature of educational policy, curriculum, pedagogy and assessment in response to a complex local, national and global context which is ever evolving;
- are knowledgeable about the nature of school curricula in relation to the practice of physical education and use specialist knowledge to adapt pedagogical practice;
- are able to collaborate effectively with colleagues, external agencies and other professionals who are involved in the care of young people to support their learning.
- have a critical perspective on education and physical education, informed by personal reflection on practice, research and literature;
- have a sound understanding of teaching, learning and assessment;
Programme Outcomes
The programme promotes the development of the three aspects of the Standard for Provisional Registration (SFR): Professional values and personal commitment; Professional knowledge and understanding; Professional skills and abilities. It recognises that these three aspects are inherently linked to each other in the development of the teacher, and one aspect does not exist independently of the other two. It is this inter-relationship among all three which leads to appropriate professional action. The outcomes are:

Professional Values and Personal Commitment in relation to:

- social justice and inclusion; respecting and valuing children’s rights, promoting fairness and justice, and adopting anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age religion, culture, socio-economic background;
- supporting the development of well-being and social competence of children and young people and raising their expectations of themselves and others; demonstrating a willingness to intervene effectively, following procedures that lead to the safeguarding of children; sharing concerns with others in the interests of safeguarding children and young people;
- critical self-evaluation, lifelong professional learning, collaborative professional development and a willingness to respond to and contribute to changes in policies and practices;
- encouraging pupils to be healthy, active, enterprising, critical, responsible citizens within local, national, international and global contexts;
- valuing and respecting the communities in which they work; promoting and responding to partnerships with colleagues, other professionals, parents and learners themselves.

Professional Knowledge and Understanding of:

- the rationale and content of the 3-18 PE curriculum;
- the approaches to planning and organising a PE curriculum including connections to health and wellbeing, expressive arts, cross-curricular, extra-curricular and community learning;
- the developing child and the need to differentiate learning experiences to appropriately match all learners capabilities;
- the key CfE curriculum principles i.e. breadth, balance, progression, continuity, challenge, enjoyment, personalisation and choice, coherence and relevance, and how these might be enacted in practice;
- the purposes of the 3-18 curriculum as described in national guidelines: to enable young people to become confident individuals, effective contributors, responsible citizens, successful learners; to contribute to personal well-being and social competence;
- the Scottish education system in its national and international context, and key issues of national educational policy and practice, e.g. social justice, inclusion, child protection;
- the teacher’s professional, contractual, pastoral and legal responsibilities, e.g. school policy, developmental planning and school improvement, quality improvement, staff development and review, inter-professionalism, reporting to parents;
- the different theoretical paradigms and perspectives which inform
contemporary developments in physical education curriculum and pedagogy
- the dynamic nature of learning theories in a continually changing socio-cultural context;
- relevant research informing physical education curriculum and pedagogy and which supports students ability to engage in professional enquiry.

**Professional Skills and Abilities in relation to:**
- consistent planning of learning experiences for learners that are developmentally appropriate, inclusive and connected;
- effective communication using a range of strategies that engage learners in motivating, creative and active learning experiences;
- the principles and purposes of “assessment is for learning”, the use of appropriate assessment approaches and the efficient and appropriate recording and reporting of assessment;
- the ability to use assessment information to identify strengths and difficulties in learners attainment of planned and emerging educational outcomes;
- using observation and assessment information to plan appropriate ‘next steps’;
- encouraging learners to undertake self-assessment by discussing progress and increasingly taking responsibility for their own learning;
- the organisation of learners, learning spaces and resources, including other staff, to facilitate safe and effective learning;
- managing learners sensitively and fairly and promoting positive behaviour;
- working collaboratively within school and in multi-agency settings with other professionals, ancillary staff and parents;
- critical analysis and effective use of relevant educational literature to deepen understanding, improve practice and develop an informed viewpoint on key issues;
- investigation of practice in a critically analytic, reflective manner to impact on pupil learning and teaching; engaging in professional enquiry and action research; contributing to curriculum development;

**Background to the Proposal**

This section of the document considers the current context in which the development and validation of the BSc (Hons) Physical Education programme is taking place. Teaching Scotland’s Future (TSF) (2010) and the Advancing Professionalism in Teaching (2011) reports encouraging a radical revision of initial teacher education (ITE), have informed a review of the provision in ITE within the Moray House School of Education (MHSE). The programme team have also considered contemporary literature and research as part of the review process. What is presented is a revised programme, informed by internal review processes (Teaching Programme Review, Course Organisers Monitoring Reports and External Examiner Reports) and careful consideration of the national reports on ITE and teachers professional practice. Central to the programme teams’ deliberations has been the professional requirements of a specialist degree programme leading to provisional registration with the General Teaching Council of Scotland.

**Review Process**

The MHSE has established two specific committees as part of the review and
development process, the Teacher Education Group (TED) and the Vision in Partnership Group (VPG). Staff from the Institute of Sport, Physical Education and Health Sciences (ISPEHS) are members of both committees and have engaged with the process through which the new programmes have been developed. The TED group has been influential in deciding and approving the structures for the degree programmes. As part of the review process a comprehensive evaluation of national developments in education/physical education and the previous BEd Physical Education programme was undertaken. What follows, is a summary of that evaluation which underpins the rationale for the proposed BSc (Hons) Physical Education programme.

**Education Developments in Scotland since 2004**
The landscape of Scottish education has changed considerably with greater attention being given to lifelong learning agendas and, in particular, the introduction and subsequent development of a ‘Curriculum for Excellence’ (CfE). CfE presents a single 3-18 curriculum framework that considers the purpose of education to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. Underpinned by principles that seek to ensure challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance, CfE attempts to alter the balance from a process heavily dependent on content, to learning and teaching approaches that improve pupils’ understanding of what is being taught and how best they learn. Research continues to highlight that teachers can and do make a difference to educational achievement and attainment. In addition, continuing professional development (to be termed professional learning from this point) has also received more attention. The GTCS consultation on revised professional standards for teachers in Scotland highlights the importance of career long professional learning. This increasing national focus on professional learning and enquiry will be key features of the BSc Physical Education programme.

**Physical Education Developments in Scotland since 2004**
In 2004, the Scottish Executive proposed that PE was an aspect of the school curriculum which, *exceptionally*, needed greater priority to support and build the foundations for healthy and active lifestyles. Subsequent recommendations from the Report of the Review Group on Physical Education included an urgent review of the physical education curriculum (including advice on appropriate pre-school curriculum), delivery of at least two hours quality PE per week to all children and increased professional development through more ITE and CPD. Health and wellbeing is one of the three core areas of the CfE, PE, physical activity and school sport is positioned to make a significant contribution to the experiences and outcomes in the curriculum area of health and wellbeing.

The development of CfE has viewed PE as part of the core curricular area of health and wellbeing, while ‘dance’, which is part of PE programmes in schools, is within the expressive arts area. Teachers of PE therefore are required to work across two curriculum areas of the CfE. It is therefore essential for teachers of PE to have a broad range of professional skills and abilities to enable them to work in schools and support the cross curricular and interdisciplinary learning that is taking place. Students on the current BEd (Hons) Physical Education Programme are able to engage with students from other ITE programmes on the Education Courses. These courses have been revised in recent years, however there is a requirement for them to be revisited and a fresh approach taken to consider how best to provide opportunities for students on ITE programmes to engage with contemporary issues
in education. A positive feature of the current suite of Education Courses is that students from across the University often elect to take these courses. The result is that students on ITE programmes are able to work with and learn from students from other parts of the University.

At the time of the previous validation of the BEd (Hons) Physical Education programme, the majority of prospective PE teachers were enrolled at the University of Edinburgh, with a small number undertaking a PGDE programme at Strathclyde University. The number of students enrolling in PE programmes in Scotland has increased significantly, as a result of new PGDE programmes being introduced at the Universities of Edinburgh and West of Scotland, and Stirling University now offer a PE route as part of its sports studies degree. From a primary perspective, most universities now report increased student contact time within their ITE programmes and, in 2006, the Scottish Government introduced the Scottish Primary Physical Education Project by commissioning the Universities of Edinburgh and Glasgow to develop Postgraduate Masters Certificates in 3-14 and Primary PE respectively. Both programmes were set up to enable existing classroom teachers to develop a specialism in primary PE and in excess of 600 teachers have enrolled on the programmes. The second phase of this project from 2008-2011 has seen the consolidation and extension of these certificate programmes to masters level and the introduction of a national primary PE CPD programme. As will be discussed later, these changes to the professional landscape of PE across Scotland act as a catalyst and foundation for a number of the key changes to the current programme. The developing capacity of primary schools to support developments in PE enables the networks of teachers to connect to the programme in new ways which have the potential to enrich the experience of student teachers of PE.

National health and physical activity developments have also informed and the supported the PE agenda. The Active Schools Programme offers children opportunities to be physically active before, during and after school and has seen over 300 full time active primary school coordinators, over 300 part time secondary school coordinators and 32 active schools managers employed throughout Scotland. Further, the Health Promoting Schools and outdoor learning initiatives have direct connections to PE and offer an opportunity to develop many cross curricular connections. The Scottish Government has made a commitment to deliver the entitlement of every child or young person to two hours quality PE in the primary school and two periods in the secondary school. Education Scotland and SportScotland are working to develop a network of development officers.

Therefore, with developments in curriculum PE being mirrored in other areas of school and community life, the landscape of PE has changed significantly over a short period of time and offers an opportunity to engage in integrated, multi-sector developments which will further enhance the role of PE, Physical Activity and Sport as a core feature of children’s lives and education.

University Developments since 2004

Within the University, a number of recent developments and issues influence the ongoing development of all programmes. These include the College of Humanities and Social Science Learning and Teaching Strategy, the E-Learning Strategy and the Report on Assessment. In addition, Scholarship of Teaching and Learning (SoTL) and Accessible learning also impact upon programme planning and delivery. Additional issues influencing the review process include The School of
Education’s long and short term strategic plans and the issue of widening access. The Universities strategic goals of excellence in learning and teaching seeks to enhance the student experience by creating an environment and fostering a culture where programmes are dynamic, accessible and inclusive. The Accessible learning strategy builds on the work of the Teachability Project (2007) which aimed to improve the design and delivery of provision. Whereas the Equality Act (2010), the current legislation, places duties on education institutions not to discriminate against students with additional support for learning needs (ASL), Accessibility is concerned with the anticipatory duty to create an inclusive learning environment for all students. This draws in notions such as acknowledgement that there is a range of learning approaches and that a student’s ability to learn varies across different modes of learning and the onus is hereby placed on the Programme/courses to accommodate these. The BSc (Hons) PE Programme given the inclusion of a requirement of basic competence in a range of practical activities (at entry and also throughout the Programme) may be seen to face challenges in presenting itself in a non-discriminatory way to those interested in pursuing a career in PE. It is important, therefore, that the Accessibility agenda, as applied to the BSc (Hons) PE Programme and establishes core and non-negotiable elements of admission, course delivery and content, assessment, professional standards, and school experience and that these are well-publicised (e.g. online and in the prospectus) to enable students with a disability the opportunity to make an informed decision about applying to the programme. The TSF report strongly indicates that the selection of applicants for ITE needs to be rigorous and involve the partnership with schools. The proposals are to maintain and strengthen the selection process for entry into ITE. The way forward is to ensure that an inclusive and enabling environment is promoted, and unnecessary barriers to entry and progression on the Programme are identified and removed. Yet this must be done in the context of a programme where academic and professional standards are not compromised.

Development of PE and related areas within the ISPEHS since 2004

Within the ISPEHS, PE has seen considerable development since the last programme validation. The PGDE Secondary PE programme was introduced in 2005 and consistently attracts high quality applicants from a wide range of backgrounds. Since the Recommendations of Physical Review Group were published, the primary PE courses, as part of the BEd and PGDE programmes, have witnessed a considerable increase in course contact time and members of ISPEHS teach on these courses. This enables students on primary ITE programmes to work with subject specialists. The Postgraduate Masters level Certificate in 3-14 PE, introduced in 2006 as part of the Scottish Government’s Primary PE Project, has attracted over 230 teachers from 16 different local authorities. Non-award bearing CPD courses have also become a significant feature of the department, most notably in the early years where the Basic Moves National Training programme recruited in excess of 3,000 teachers and physical activity professionals throughout the UK. The Institute has developed post graduate MSc degrees in the following areas; Dance Science and Education; Sport and Recreation Business Management, Performance Psychology, Physical Activity for Health and Strength and Conditioning. The research active staff leading and teaching on these programmes, also work with students on the ITE programme. The opportunities for students on the ITE programmes to participate in research that masters students conduct helps to create an environment where the knowledge and insights gleaned from research activity is used in practice. As part of the Institutes strategic plan work is taking place to develop post graduate degrees in Physical Education and Sports
The Institute now hosts the newly formed Physical Activity for Health Research Centre (PAHRC) which aims to become a world leader in this area. This is an exciting development which will enable researchers and academic staff to assist in the development of courses and content on the BSc Physical Education Programme. In addition to this research centre, staff within the Institute form three research groups, Physical Education, Human Performance and Sport, Society and Environment. It is through their research activities that PE staff within the ISPEHS make a significant contribution to the wider academic community, researching and publishing within the fields of Physical Education, Physical Activity, Sport Pedagogy and Sports Science. Research active PE staff have an impact on the quality of the student experience and their engagement with fellow researchers at national and international conferences brings new knowledge and approaches to the programme. Teaching on the programme is informed by research, in many cases lectures, seminars and workshops enable students to engage not only with the most recent research and scholarship in the field, but with the lecturers and researchers who are conducting this research. Staff working on the programme are also able to contextualise the disciplinary knowledge and enable ITE students to consider the implications for pedagogical practice. The development of Bicentennial Fellowships as part of the School of Education’s strategic plan has enabled teachers with recent school experience to join the Institute and study for a higher degree as they teach on ITE programmes. Appendix 2 provides an overview of the research publications of staff in the Institute who work with ITE students on the current BEd (Hons) Physical Education Programme.

The BEd (Hons) Physical Education developments between 2004-2009

The BEd Physical Education programme has in the recent past undergone validation, revalidation and a teaching programme review (TPR). These mechanisms for programme development, quality assurance and review have led to a significant number of changes to the programme. Following scrutiny of external examiner reports, discussions with the profession and internal development group meetings important strengths of the BEd programme have been identified. Key elements which are considered to be central is the integrated, concurrent and progressive nature of teaching within a specialist four year programme. The developmental approach across the four years of the programme also provides an important conceptual focus informing students’ pedagogical approaches. The emphasis on school experience in each year of the programme, as the basis for review of effective professional practice is the touchstone of the partnership with the profession.

The revalidation in 2009 identified key emerging themes and the programme made a significant number of developments in content and structure. Year 1 and 2 of the programme were restructured and changes made throughout the programme. Five 5 key themes emerge in need of attention:

1. The academic appropriateness of Years 1 & 2 of the programme
This issue specifically refers to the PE Curriculum courses in Years 1 & 2 of the
programme which in previous programmes tended to focus on specific physical activity content across a wide range of different physical activities to prepare students for school experience (placement). Consequently, concerns were expressed about the academic rigour of these courses as preparation for the honours years of the programme. These were addressed during the previous revalidation of the BEd PE degree.

2. Professional learning in all years of the programme
With lifelong professional learning receiving considerably more attention within the education profession, there is an awareness that students need to be more effectively supported to take ownership of their professional learning from the commencement of their studies. Due to the breadth of physical activities covered during the foundation years of the programme, and the limited professional learning expectations placed on students in this specific aspect of their studies, unease has been expressed by colleagues within the profession about the depth of students’ physical activity content knowledge. In addition, with the changes to the national administration of the school placement process there is a need to consider alternative approaches to developing school partnerships within, and beyond, school placement contexts.

3. PE Curriculum
There is a need to more explicitly highlight the connections within the PE curriculum and across the wider curriculum to include CfE capacities, health and wellbeing, expressive arts, cross curricular learning, lifelong learning agendas and the transition from primary to secondary school. In addition, connection to contemporary developments in extracurricular and community activity should be further developed.

4. Pedagogy
The development of students’ understanding and application of pedagogy should be a key feature throughout the programme with particular attention given to developmentally appropriate, critical, active, differentiated and inclusive pedagogies. There is also a need to extend the use of emerging technologies throughout the programme as part of student’s pedagogy. There are clear connections with Educational suite of courses on this topic.

5. Academic & Research Development
Engagement with theoretical perspectives, research and academic literacies (the skills, knowledge and dispositions that enable students to progress through degree-level study) should play a more central role in the students’ long term academic and, in particular, professional learning.
BSc Physical Education Programme

Proposals for the BSc Physical Education
The BSc Physical Education programme builds on the TPR review and the revalidation process of the BEd programme. The proposals outlined below present the radical restructuring of the provision of ITE within an undergraduate programme leading to a specialist qualification in physical education. The proposed programme for Physical Education comprises of newly developed courses in the discipline with selected course from Applied Sports Science and the new suite of Educational Studies courses, so that together they are designed to develop disciplinary study that informs and underpins professional practice. The Educational Studies Courses cohere effectively with the MA in Primary Education and the BSc in Physical Education in an educationally effective way to the diverse range of students taking the courses. The overarching principles of the Educational Studies suite of courses reflect the need to embed skills, knowledge, habits and dispositions associated with research from the outset and throughout the suite of courses. Students preparing for a career in education need to become enquiring and Educational Studies courses play an important part in enabling student teachers to ask productive questions and develop strategies for addressing them. The new suite of courses will seek to enhance and build upon current practices through explicit coverage of research methods at a much earlier stage of students’ university careers than currently happens, enabling them to become critical researchers and readers of research. Prospective teachers of physical education through the Educational Studies, Sport Science and Elective courses will develop an awareness and understanding of the range of disciplines linked to Education and Physical Education, including inter alia applied policy studies, biomechanics, childhood studies, critical policy studies, cultural studies, exercise physiology, history, philosophy, politics, psychology, skill acquisition, sociology and sport psychology. Whilst the boundaries of these disciplines are shifting and far from rigid frameworks for the development of knowledge, it is important for students to be aware of these and the knowledge traditions upon which educational practice can be based. Central to the programme as a whole, and articulated within specific elements of the Physical Education and Educational Studies courses, are the values and dispositions we want to nurture in educators, as well as the content knowledge with which we want students to engage; if they are to meet the aspirations articulated in the Teaching Scotland’s Future. The proposed new courses aim to foster the development of intellectual curiosity, the development of a capacity to interrogate and articulate their own and other’s beliefs and value positions, and the development of a critical orientation towards knowledge, towards practice and towards the interplay between theory and practice. (Table 1 provides a clear overview of the suites of courses)

These proposed programme will,

1. Provide a coherent and progressive structure which will enable the study and development of physical education, as informed by national and international developments.
2. Enable the introduction of an innovative course design model which will seek to synthesise students’ academic and professional learning experiences and set the foundation for the complex academic and professional expectations of the honours years.
3. Aid the identification of core physical activity learning to be developed within the programme and as a part of students’ early professional learning.
4. Enable students to work with a range of professionals, in the professional learning strand of the programme, in the development of physical activity content knowledge.
5. Articulate the complex relationship between curriculum, pedagogy,
assessments and professional enquiry across the programme.
6. Incorporate the Professional Development & Learning experiences in each
   year of the programme so that there is a context for professional practice
   and learning. The structure enables students to experience different
   contexts for learning during the programme.
7. Connect to the revised Educational Studies suite of courses enabling the
   strand of professional enquiry to be supported across the years of the
   programme

Proposal 1: Programme Design

There are five significant developments in relation to programme design. These are
in relation to placement experiences, Physical Education Curriculum and Pedagogy
courses, Educational Studies courses, Sport Science courses and Electives. Each of
these developments will be discussed in turn.

Placement pattern within the BSc Physical Education Programme
The coloured programme map (Appendix 3) outlines the existing pattern and the
proposal is that this stays in the new programme. The Teaching Scotland’s Future
(2010) report gives strong support for placement experiences, however it is clear
that ‘teaching practice’ is not what is sought but meaningful engagement with the
profession. The proposal is to develop serial days for Yr1 and Yr2 as part of the
physical education curriculum and pedagogy (PEC&P) courses, to enable students
to contextualise their learning earlier in the programme and develop links with
partner schools. There are also serial days as part of the Educational Studies suite
of courses in Yr 1 & 2, and the linking of these two elements of courses within the
programme enables the partnerships between the Programme and schools to be
developed. Yr3 and Yr4 have extended professional placements that enable
students to work in partnership with colleagues in schools to demonstrate and in
many cases exceed the standards required for provisional registration (SPR). The
new programme will link the Yr2 and Yr3 placements so that students who are
placed in a school in the summer term, will subject to agreement with the partner
school, return to that school in Yr3. This change to the arrangements for school
experience is in response to suggestions from schools and reflects the research
findings that indicate that developing and fostering mentoring relationships between
students and teachers takes time. It also enables student teachers to experience
different elements of the PE curriculum in the same school.

Components of Programme
The current programme is structured around four components: education courses,
school experience (placement) courses, physical education curriculum and
pedagogy (PEC&P) courses and physical education perspective (PEP) courses.
External examiner reports have commented that the programme has been
successful in challenging students and preparing them to engage with and deliver
PE curriculum on the basis of the National Guidelines and SQA National
Qualifications. In addition, students have been well prepared in terms of developing
a critical understanding of the main socio-cultural, science and aesthetic
perspectives informing PE (PEP courses) and the broader context in which
education takes place (Education Courses). Consequently, students have been able
to move into their induction year confident in their knowledge, understanding,
attitudes and skills in relation to the Standard for Initial Teacher Education. However,
changes enacted by the TED committee require that the credit structure be altered and the revised Educational Studies suite of courses will now feature in each year of the BSc Physical Education and MA Primary programmes.

Educational Studies
These courses now feature in each year of the new programme and the rationale for their inclusion is articulated in detail on pg*. The development to takes account of the academic perspectives and research which have informed recent guidance from the Scottish Government, in particular CfE and associated guidance such as Assessment is for Learning (AifL), Active Learning and pedagogy.

Sport Science and Elective Option
The TSF (2010) report makes strong recommendations that teachers require specialist disciplinary knowledge with which to underpin and inform professional practice. Therefore the Sports Science courses in Yr1 of the programme enable several programme aims to be addressed. These courses coupled with the newly developed Understanding Physical Culture course, underpin the Physical Education Perspectives Strand in Yrs3&4 of the programme. The Sports Science courses are part of the Applied Sport Science programme therefore prospective teachers of physical education will be able to study with students who are embarking on a different academic pathway. At present in the current BEd programme there is no way that student can transfer onto the Applied Sport Science programme at the end of year 1. As Sport Science 1a and 1b form the core of the Yr1 Applied Sport Science programme, this new structure opens up the possibility of students applying to College for a transfer into Applied Sport Science at the end of Yr1, having attained the pre-requisites for further study in that programme.

Electives
The current BEd PE Programme offers elements of choice in Yr3 and Yr4 in the PEP courses. Student feedback indicates that the ability to take an elective in the Yrs 1 or 2 would help them to engage with courses from out with Education and would enable them to develop areas of interest. Electives in Yr2 allows students to access in Semester 1 level 8 courses from within the institute and the wider University as part of TSF (2010) rationale of specialist study informed by studies from the wider University. Because students have taken Sports Science 1a and 1b this also enables students to take other courses from that programme in Yr2 as they will already have the pre-requisites, therefore opening up a wider range of courses to select from in Yr2.
Proposed programme design (see Table 1, Table 2 & Figure 1)

Table 1 The Proposed Structure of the BSc (Hons) Physical Education Programme (with credit points)

<table>
<thead>
<tr>
<th>Yr</th>
<th>Physical Education Curriculum and Pedagogy 1</th>
<th>Educational Studies 1a: Introduction to Educational Studies and Educational Research</th>
<th>Educational Studies 1b: Teaching, Learning and the Curriculum for Excellence</th>
<th>Sport Science 1a</th>
<th>Sport Science 1b</th>
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<tbody>
<tr>
<td>Credits</td>
<td>40</td>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>20</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>Yr 3</th>
<th>Physical Education Curriculum and Pedagogy 3</th>
<th>Professional Development and Leadership 1</th>
<th>Educational Studies 3: Equality and Social Justice in the Formation of School and Classroom Cultures</th>
<th>Perspectives (*) 2 from 3 Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>40</td>
<td>20</td>
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</table>

<table>
<thead>
<tr>
<th>Yr 4</th>
<th>Physical Education Curriculum and Pedagogy 4</th>
<th>Professional Development and Leadership 2</th>
<th>Educational Studies 4: Independent Research Project In Education</th>
<th>Perspectives (*) 1 from 2 Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

*1 Electives, the 20 credits in Yr2 allows students to access in Semester 1 level 8 courses from within the institute and the wider University as part of the rationale of specialist study informed by studies from the wider University. Table 2 below indicates courses that students could select as part of their programme. There could be by 2015-16 when the first cohort would be at the Yr2 phase other courses available within the College or Institute which could be available for selection by students.

*2 Understanding physical culture: Philosophical and Sociological perspectives – this is a new course open to students across the College.

*3 Perspectives 3, this course is comprised of units in Aesthetics, Biomechanics, Exercise Physiology, Skill Acquisition, Sport Psychology and Socio-cultural. The model for the course is that students select two areas of study, from the three areas of Aesthetics, Science and Socio-cultural to allow for a breadth of study in Yr3 of the programme.
*4 Perspectives 4, this course requires the students to select one of the units from the two areas of study that they elected in Perspectives 3 allowing for the specialisation and depth of study in an academic area informing pedagogical practice in physical education.

![Diagram](image)

Figure 1 The Relationship between the courses of the BSc (Hons) Physical Education Programme

### Table 2 Electives for BSc Physical Education in Yr2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRT08004</td>
<td>Sport Science 2A: Biochemistry &amp; Skill Acquisition</td>
<td>SV1</td>
<td>20</td>
</tr>
<tr>
<td>SPRT08006</td>
<td>Sport Science 2C: Biomechanics and Information Technology</td>
<td>SV1</td>
<td>20</td>
</tr>
<tr>
<td>SPRT08008</td>
<td>Sport and Recreation: Introduction to Management 1A</td>
<td>SV1</td>
<td>20</td>
</tr>
<tr>
<td>SPRT08010</td>
<td>Sport in Social Context: Historical and Organisational Development of Sport 1A</td>
<td>SV1</td>
<td>20</td>
</tr>
<tr>
<td>EDUA08080</td>
<td>Education and Childhood Practice</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SCIL08004</td>
<td>Sociology 1A: The Sociological Imagination: Individuals and Society</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SSPS08005</td>
<td>Scotland: Society and Politics</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SCWR08004</td>
<td>Social Work: Policy and Legal Frameworks</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SCSU08001</td>
<td>Science and Society 1A</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Proposal 2: Professional Learning Strand
With professional learning increasingly acknowledged as a key feature of teachers’ on-going development there is a need to help students commence the process of taking ownership of their professional learning early in the programme. As such, consideration needs to be given to the most effective ways to support students’ long term development of physical activity subject knowledge, pedagogical skills and the disposition to become both autonomous and collaborative lifelong learners. In particular, given the earlier comments about physical activity content knowledge, and comments of external examiner reports, student feedback and the TPR, there is a need support students’ regular engagement with the many professional learning opportunities available to them within the University and wider contexts. The new degree continues to develop and build on the mechanisms and structure for professional learning, which is supported within the existing resource base in MHSE. The ‘Professional learning’ weeks that take place in semester 1 and the ‘Innovative learning’ week in semester 2 provide opportunities for engagement with the profession, governing body awards and wider aspects of education. The Centre for Sport and Exercise and the Edinburgh University Students Association organise coaching weeks as part of a programme to support students’ knowledge, skills and capacities to work in sport and physical activity. These three weeks across the four years enable students to engage in 30 days of professional learning within the academic years of the programme.

Proposed changes to Professional Learning
1. This professional learning proposal centres on the introduction of the innovative Physical Education Professional Learning (PEPL) Programme which has been successfully developed over the past three years. The overall programme map indicates where the professional learning weeks (a programme development) take place during semester 1 (week 6) and Innovative learning week (a University/College development) in semester 2. The next phase of development is to harness the electronic portfolio platforms that are currently available or may be developed so that prospective teachers can begin to work in a way that supports the identification of areas for development and consolidation which underpin career-long professional learning. This programme will concentrate on supporting students’ regular engagement with the many professional learning possibilities available to them beyond the scheduled sessions and school experiences of the PEC&P 1, 2, 3 & 4 courses.

2. The PEPL programme will mirror developments in other academic courses where students engage in significant amounts of independent study and focussed activity to consolidate and extend their knowledge, understanding and skills. In particular, the PEPL Programme will offer students the opportunity to develop physical activity subject knowledge and pedagogical skills.

3. A key feature of the PEPL Programme will be the introduction of a Personal Professional Learning Portfolio for each student which will act as an on-going record of Professional Learning and & Development. This will enable the recording and reflection on school experiences, engagement with formal PEPL activities and other relevant professional learning experiences. This portfolio will act as the basis for course-related activities and will also be a key feature of students’ ongoing development as reflective, self-evaluative practitioners.

4. The PEPL project will be developed in such a way as to create regular
consultation opportunities with colleagues in schools and local authorities to share information, monitor the impact of the new BSc PE programme on school experience, investigate alternative approaches to school partnership through adapting the respective roles of university and school mentors and also discuss how the PEPL programme can be extended beyond the University to include more context specific professional learning. For example, discussions have been held with Edinburgh City Council’s Children’s and Families Department to create a unique partnership which will enable students and teachers to share professional learning experiences in PE. Collaborative work with national governing bodies of sport and other physical activity groups will be an additional feature of the PEPL programme.

**Proposal 3: Physical Education Curriculum and Pedagogy strand**

The existing PEC&P Courses will be revised and renamed courses PEC&P 1,2,3 & 4 and will developed to,

1. Articulate explicitly with the theoretical, research and professional learning perspectives informing contemporary developments in PE. PEC&P1&2 courses will help students develop an understanding of the dual role 3-14 PE plays in creating authentic experiences that support children’s current learning in PE and set the foundation for a lifelong and lifewide engagement in physical activity. As such, the PEC&P 1 and PEC&P 2 courses will focus on a PE curriculum and pedagogy that is developmentally appropriate, inclusive and connected within, across and beyond the subject area.

2. PEC&P 3 within the new programme will be a 40 Credit course as this will allow for the in depth study required to consider the development of the SQA National Qualifications as they relate to PE. This course considers issues of curriculum development and enactment alongside issues of professional practice.

3. Focus on inclusive pedagogies to ensure students are aware of the need to develop the skills to plan and deliver differentiated learning experiences for all children. However, the 2nd Stage of the Initial Teacher Education Review indicated students entering the induction year lacked confidence with regard to inclusion but acknowledged it is not possible within ITE to provide comprehensive training in handling the wide range of additional needs presented by children in schools, and that this must be a matter of ongoing professional learning. Nevertheless, the PEC&P 3 courses will challenge students to be critical of current practice and analyse pedagogical approaches that are inclusive.

4. Include the Year 1 and Year 2 school experience as serial days and as a block placement as part of the PEC&P 1 and PEC&P 2 courses to enable students the opportunity to apply their developing knowledge, understanding and skills of curriculum and pedagogy within a connected and authentic context.

5. Help students make connections with the informing courses on the programme. For example, links will be drawn to the themes of the Educational Studies courses which include lifespan development, understanding life in classrooms, educational equality, observational research and productive pedagogies. In addition, the relationship of motor learning, socialisation, anatomical growth, physiological functioning, health and play from the Sport Science 1a and 1b courses and the Understanding
Physical Culture courses to the PEC&P will be explored.

Proposal 4: Research and Academic Literacies
From an academic and research perspective there is a need for more attention to be given to the different theoretical perspectives informing current educational thinking and practice, how research can inform students’ developing pedagogy and extended practice and also how students can develop their role as teacher-researcher across the four years of the programme. In addition, as mirrored in the Educational Studies courses, the development of academic literacies is recognised as an essential component of the programme.

Proposed changes to Research and Academic Literacies

1. From the first year of the programme, help students develop connections between research and educational practice by introducing the different theoretical approaches and research findings which inform key aspects of the PEC&P courses.
2. Progressively develop students’ research skills through the introduction of various methodological techniques including literature reviews, observation, field notes and the identification of research questions.
3. Support the development of students’ academic literacies through explicit guidance on the critical reading of scholarly literature and the construction and crafting of academic discourse.

In summary, the new specialist degree in Physical Education forms the foundation of a career as teacher in the 21st century, underpinned by a commitment to professional learning and enquiry.

Relevance of the Programme to the School Plan and University Strategic Plans
The proposed BSc Physical Education Programme is aligned with the Institute and School strategic plans to remodel existing Initial Teacher Education Programmes in the light of the TSF (2010) report. The provision of this professional programme, contributes to the realisation of the following strategic goals and themes of the School of Education as outlined in the School Plan 2011:

- Enhancing the student experience in learning and teaching
- Engaging with the wider community
- Building strategic partnerships and collaborations
- Promoting social responsibility

Teaching Scotland’s Future (2010) recommended that there are National partnership arrangement between ITE providers and Local Authorities and partner schools. Government and professional association expectations about these arrangements are still in development and the National Partnership Group sub group for the early Phase of Teacher Education report was published in November 2012. It is expected that the formation of a National Implementation Board (NIB), to oversee that the next phase of the recommendations of the report, will lead to more developments in the formalisation of partnership agreements. Proposed revised partnership arrangements with schools and local authorities will provide opportunities for research and knowledge exchange activities with the profession.
Partnership
The School of Education is developing a distinctive model of Partnership to reflect the requirements of the ITE programme provided by the School. The BSc PE programme intends to work in partnership with all Local Authorities, this is particularly important given the number of partner schools required to enable the delivery of the programme. Developing and maintain partnership agreements is complex and requires a considerable investment of time to ensure that this strategic and operationally important area of ITE is given the attention required. The School of Education has created and advertised for a Director of Teacher Education Partnerships. The person taking up this post will provide strategic leadership for the development, implementation and overall management of a new model of partnership between the University of Edinburgh and stakeholders in teacher education. The new model of partnership aims to:

- Improve the student experience, learning outcomes and levels of attainment for students on initial teacher education programmes
- Enhance support for the early career phase of teachers’ careers
- Provide innovative opportunities for career-long professional learning, including through the new Scottish Masters route
- Offer new mechanisms for supporting leadership and management in education

The new model of partnership is designed to raise attainment levels for learners and provide enhanced qualifications and professionalism for teachers in all education settings by supporting an increase in the standard of practice in education. The Programme team are working with a newly established Local Authority Partnership Group which is piloting research projects for 2012-2013 to help explore possibilities that emerge from the written partnership agreements that are required by the National Partnership Group. Such projects will involve university and school staff working together in innovative ways for the benefit of student learning.

The programme team work with the link members of staff from HMIE and Education Scotland. There are also partnerships that the programme team have developed with Disability Scotland, Asthma UK, SportScotland and associated National Governing Bodies. These external partnerships support the Professional Learning Weeks, which is an area where there are more developments planned as the programme team explore how experiences can be extended into the induction year. Partnerships are also internal, the University hosts the Centre for Sport and Exercise and the coaching weeks that support the student sports associations, are also being developed to include the professional learning needs of students on the BSc Physical Education programme. The University also hosts research centres and the programme team wish to forge and develop working relationships which lead to research informed teaching and knowledge exchange opportunities. One very exciting development for the University is that the UN Regional Centre of Expertise in Education for Sustainable Development (ESD) for Scotland will become part of the School of Education. Within the School of Education there are two existing research units where stronger links can be made; the NSPCC Child Protection Research Centre and the Physical Activity for Health Research Group. Other work which is being undertaken enables staff from partner schools to engage in team-teaching with university staff on specific elements of the PEC&P courses. There are proposed developments such as university staff leading seminars for mentor teachers and
students on school sites during placements; university staff leading staff
development sessions for mentor teachers on university sites during placement.
School staff attending and leading ISPEHS seminar series events held at University.
These activities coupled with the use of information technology can improve
communication and relationships in the professional triad that exists between
student, cooperating teacher and university tutor.

Proposed revised partnership arrangements with schools and local authorities will
provide opportunities for research and knowledge exchange activities with the
profession. Government and professional association expectations about these
arrangements are still in development and the National Partnership Group sub group
for the early Phase of Teacher Education report was published in November 2012. It
is expected that the formation of a National Implementation Board (NIB), to oversee
that the next phase of the recommendations of the report, will lead to more
developments in the formalisation of partnership agreements. In the meantime, with
the agreement of Directors of Education from local authorities, a local authority
partnership group has been established by staff at Edinburgh University that includes
ITE programme directors and local authority staff. Programme directors have
established with this group a framework for a new evolving developmental model of
partnership that is based upon reciprocal benefit to all parties.

University staff are currently negotiating with Local Authority staff through the
newly established Local Authority Partnership Group pilot research projects for 2012-
2013 to help explore possibilities that emerge from the written partnership
agreements that are required by the National Partnership Group. Such projects will
involve university and school staff working together in innovative ways for the benefit
of student learning. Proposed examples include: school staff team-teaching with
university staff on PEC&P courses; university staff leading seminars for mentor
teachers and students on school sites during placements; university staff leading
staff development sessions for mentor teachers on university sites during placement.
School staff attending and leading ISPEHS seminar series events held at University.
These activities coupled with the use of information technology can improve
communication and relationships in the professional triad that exists between
student, cooperating teacher and university tutor.

All courses detailed below comply with School of Education and CHSS quality
assurance requirements, through robust moderation of assessment and external
examiner oversight.

Resource issues
The student numbers for the BSc Physical Education Programme are controlled by
Scottish Government. Currently on the BEd PE Programme demand for places
exceeds the number of places available; selection is therefore competitive and
managed by a combination of application screening and interviews.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort Size</th>
<th>Applications</th>
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<tbody>
<tr>
<td>2012 – 2013</td>
<td>110</td>
<td>463</td>
</tr>
<tr>
<td>2011 – 12</td>
<td>105</td>
<td>547</td>
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<tr>
<td>2010 – 11</td>
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<td>2009 – 10</td>
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<td>651</td>
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<td>2008 – 09</td>
<td>102</td>
<td>554</td>
</tr>
<tr>
<td>2007 - 08</td>
<td>105</td>
<td>643</td>
</tr>
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</table>
There are currently 408 students on the BEd Physical Education programme which is evidence that not only is recruitment strong, but so is retention. The cohort size agreed with government for 2012-13 is 100. RUK students are currently included in the government regulated intake number and are normally 5-10% of cohort. Following graduation, all home, EU and RUK students are currently entitled to a paid year of employment in supported induction year with a Scottish local education authority under the Teacher Induction Scheme. Current government forecasts indicate that the student numbers will be remain at the current level over the next 3 years. The School of Education and Institute continue to monitor the staffing for the programme to ensure that there is an FTE compliment commensurate with a programme with a total cohort of 400 students. This is particularly important in relation to assessment elements of the programme which vary from current arrangements and may require an increase in staff workload to ensure that there is adherence to the policies on feedback of assessed work. The appointment of Bicentennial Fellows and seconded teachers in 2012 has in part assisted in supporting the programme. The School and Institute strategic plans will need to take into consideration the staffing requirements of the programme so that all elements of the programme have suitably qualified staff to lead and develop courses. There are timetabling issues if there is only one member of staff suitably qualified to lead learning in a specific area of the curriculum. Therefore the use of associate tutors enables the programme to draw on the expertise of qualified physical education teachers with GTCS registration who are able to support specific elements of the programme and in particular the professional learning weeks and professional learning and development courses. The curriculum and pedagogy courses require staff with the expertise and specialist craft knowledge to ensure that students are able to work safely in practical experiential contexts in schools. Also staff working across the programme require the ability to develop students pedagogical content knowledge in the subject of physical education. To this end staff working on the programme draw on their research, teaching expertise, knowledge of pedagogy, and curricular knowledge, so that students are able to enter into the professional learning and development courses able to work with schools.

The programme requires specialist teaching facilities and the programme has first call on the practical teaching areas in St Leonard’s Land. There is an agreement in place with the Centre for Sport and Exercise, which enables the use of these world class facilities at Peffermill playing fields and the use of two outdoor education centres which the programme requires to ensure that all students have the opportunity to engage in meaningful practical work. Additional resources are occasionally required to use facilities off-site, and these are normally restricted to option course in Yrs 3 & 4 of the programme. The equipment and practical spaces require resourcing and investment to maintain a safe and effective learning and teaching environment. As the use of technologies becomes more embedded in schools the programme will need to develop and expand the resources available to the teaching staff and students. This will not only enhance the student experience and enable students to become familiar with learning technology it will hopefully lead to innovative learning approaches so that pupils in schools have high quality experiences.

**Contact Hours**
At any phase of the Programme, three cohorts of students are timetabled during each semester. This requires careful timetabling to ensure that facilities are available
and that University staff are able to provide a quality learning experience for students. The practical experiential nature of the Physical Education Curriculum and Pedagogy course in years 1,2,3 & 4 blend, lectures, seminars/workshops and practical workshops. The TPR, External Examiners reports, feedback from students and partner schools indicates that practical workshops are a core part of the programme and must be resourced and retained within the new programme. There is development work taking place to enhance the used of e-learning within the programme, to augment and enhance the opportunities for professional learning.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Credits</th>
<th>Contact</th>
<th>Directed Study</th>
<th>Total contact (based on 4 groups)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical Education Curriculum and Pedagogy 1</td>
<td>40</td>
<td>100</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>1</td>
<td>Sport Science 1a</td>
<td>20</td>
<td>40</td>
<td>160</td>
<td>160</td>
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<tr>
<td>1</td>
<td>Sport Science 1b</td>
<td>20</td>
<td>40</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>2</td>
<td>Physical Education Curriculum and Pedagogy 2</td>
<td>40</td>
<td>100</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Understanding Physical Culture</td>
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<td>50</td>
<td>150</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education Curriculum and Pedagogy 3</td>
<td>40</td>
<td>100</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>Professional Development and Leadership 1</td>
<td>40</td>
<td>25</td>
<td>380</td>
<td>Taught week x2 + 3 x 100</td>
</tr>
<tr>
<td>3</td>
<td>Perspectives 3</td>
<td>20</td>
<td>45</td>
<td>155</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education Curriculum and Pedagogy 4</td>
<td>20</td>
<td>50</td>
<td>150</td>
<td>200</td>
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<tr>
<td>4</td>
<td>Perspectives 4</td>
<td>20</td>
<td>40</td>
<td>160</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>Professional Development and Leadership 2</td>
<td>40</td>
<td>20</td>
<td>380</td>
<td></td>
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</tbody>
</table>
Graduate Attributes

Integrated into the programme are the enhancement themes associated with graduate attributes.

1. Enquiry and Lifelong Learning
Graduates of the programme will have developed a core knowledge base in their academic field enhanced by exposure to cutting edge research and the processes of discovery and knowledge generation. This will stimulate a lifelong thirst for knowledge and learning and encourage a pioneering, innovative and independent attitude.

2. Aspiration and Personal Development
Graduates of the programme will be able to maximise their potential by utilising their abilities, academic excellence and justifiable confidence, underpinned by honest self-awareness, to take personal responsibility and grasp opportunities for self-development.

3. Outlook and Engagement
Graduates of the programme will possess an international perspective and will draw on the quality and breadth of their University experience to engage effectively with the environments in which they operate – whether that be education, work or society.

Specifically in the four areas of overarching attributes, Research and Enquiry; Personal and Intellectual Autonomy graduates of the programme; Communication; Personal Effectiveness, the table below maps where students will engage in learning experiences which will enable the development of the attributes.

A. Research and Enquiry: Graduates of the University will be able to create new knowledge and opportunities for learning through the process of research and enquiry.
B. Personal and Intellectual Autonomy: Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.
C. Communication: Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
D. Personal Effectiveness: Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate.

By the end of the programme, students will have achieved learning outcomes in the following areas:
<table>
<thead>
<tr>
<th><strong>Graduate Attributes: Research and Enquiry</strong></th>
<th><strong>When and Where?</strong></th>
<th><strong>Teaching and Learning</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) search for, access, critically analyse, evaluate and synthesise relevant literature and information in order to develop their knowledge and understanding relating to education, physical education, physical activity, sport and wellbeing</strong></td>
<td>Throughout the programme and in particular the PEC&amp;P strand and the research elements of the Educational Studies courses.</td>
<td>Directed tasks, workshop discussions, seminar contribution, self-study</td>
<td>Coursework, presentations, dissertation</td>
</tr>
<tr>
<td><strong>2) critically question current physical education knowledge and policy and how these elements relate to wider issues within society nationally and globally (e.g., environmental, health and sustainability issues)</strong></td>
<td>Throughout the programme and specific learning outcomes in the Understanding physical culture and the Educational Studies courses</td>
<td>Lectures, discussions, seminar contribution, self-study</td>
<td>Formatively in workshops and seminars and summatively in coursework, examinations and presentations.</td>
</tr>
<tr>
<td><strong>3) identify and define problems relating education, physical education, physical activity, sport and wellbeing research methods to address these</strong></td>
<td>The Education courses contain a research strand where these issues feature strongly. As part of the academic literacies in all of the core courses of the programme students will develop knowledge and skills in this area.</td>
<td>Lectures, discussions, seminar contribution, self-study</td>
<td>Formatively in workshops and seminars and summatively in coursework, examinations and presentations. Specifically Educational Studies 4 where there is a research proposal and final dissertation</td>
</tr>
<tr>
<td><strong>4) plan and execute a significant research project including undertaking data collection and analyzing data systematically</strong></td>
<td>Educational Studies 4</td>
<td>Lectures, self-study and tutorials</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Graduate Attributes: Personal and intellectual autonomy</td>
<td></td>
<td></td>
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<tr>
<td>------------------------------------------------------</td>
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<tr>
<td>Graduates of this programme will:</td>
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<tr>
<td>5) communicate research plans and findings to specialist and non-specialist audiences.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The Educational Studies courses and the Professional Learning and Development courses require research findings to be communicated to others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-study, individual and group tutorials, field work</td>
<td></td>
<td></td>
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<tr>
<td>Summatively via Professional Learning and Development courses and Dissertation</td>
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<tr>
<td>6) recognize the importance of reflecting on the learning experience.</td>
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<td></td>
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<tr>
<td>Throughout the programme</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Discussion and tutorials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatively via the professional learning portfolio, in workshops and seminars. Summatively via Professional Learning and Development courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes: Personal and intellectual autonomy</th>
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</thead>
<tbody>
<tr>
<td>Graduates of this programme will:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1) be independent learners who take responsibility for their own learning, and are committed to continuous reflections, self-evaluation and self-improvement</td>
</tr>
<tr>
<td>Throughout the programme</td>
</tr>
<tr>
<td>Progressive development through staff support during teaching activities and assignments. Professional Development Portfolio and the Professional and Innovative Learning Weeks</td>
</tr>
<tr>
<td>Formatively via the professional learning portfolio, in workshops and seminars. Summatively via Professional Learning and Development courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2) be able to exercise substantial autonomy and initiative in academic activities, including decision making on the basis of independent thought</td>
</tr>
<tr>
<td>Throughout the programme</td>
</tr>
<tr>
<td>Progressive development through staff support during teaching activities and assignments. Self-study. Professional Development Portfolio and the Professional and Innovative Learning Weeks</td>
</tr>
<tr>
<td>Formatively via the professional learning portfolio, in workshops and seminars. Summatively via Professional Learning and Development courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3) be open to new perspectives, methods and creative ideas in</td>
</tr>
<tr>
<td>Throughout the programme</td>
</tr>
<tr>
<td>Self-study, lectures, group discussions</td>
</tr>
<tr>
<td>Formatively via the professional and innovative learning weeks as</td>
</tr>
<tr>
<td>understanding education, physical education, physical activity, sport and wellbeing</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>4) be able to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments in education, physical education, physical activity, sport and wellbeing</td>
</tr>
</tbody>
</table>

**Graduate Attributes: Skills and abilities in communication**
Graduates of this programme will:

<table>
<thead>
<tr>
<th>When and Where?</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) be able to communicate using oral and written methods to specialist (e.g., staff, fellow students) and non-specialist audiences (e.g., schools, research participants)</td>
<td>Throughout the programme</td>
<td>Through assessments, presentations, seminars, group work</td>
</tr>
<tr>
<td>2) be able to use communication as a means for collaborating and relating to others including staff, fellow students, research participants</td>
<td>Throughout the programme</td>
<td>Group work, student-led presentations and workshops</td>
</tr>
<tr>
<td>3) be able to engage in critical discussion demonstrating listening skills, effective use of evidence and own experience to support assertions, and clear articulation of points.</td>
<td>Throughout the programme</td>
<td>Group work, student-led presentations and workshops</td>
</tr>
<tr>
<td>4) be able to identify and effectively communicate with relevant individuals</td>
<td>Throughout the programme but especially during PEC&amp;P courses Professional and Innovative</td>
<td>Self-study, individual and group tutorials</td>
</tr>
<tr>
<td>and organisations beyond their immediate environment</td>
<td>Learning Weeks and Professional Learning Development courses.</td>
<td>Through staff, peer and self feedback and Professional Development Portfolio</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>5) be able to seek and value open feedback to inform genuine self-awareness</td>
<td>Throughout the programme During meetings with Personal Tutor</td>
<td></td>
</tr>
<tr>
<td>Graduate Attributes: Personal effectiveness</td>
<td>When and Where?</td>
<td>Teaching &amp; Learning</td>
</tr>
<tr>
<td>1) be able to plan, execute and critically evaluate a significant research and/or evaluation project in the area of education, physical education, physical activity or sport</td>
<td>Research concepts and Dissertation</td>
<td>Self-study, tutorials and field work</td>
</tr>
<tr>
<td>2) have the confidence to make informed decisions relating to problems and issues in physical education.</td>
<td>Throughout the programme but especially the Dissertation in Educational Studies 4; Professional Development and Leadership 1&amp;2</td>
<td>Self-study, field work, tutorials</td>
</tr>
<tr>
<td>3) be able to identify and manage risks appropriately (e.g., during fieldwork, working with vulnerable groups)</td>
<td>Throughout the programme but especially the Dissertation in Educational Studies 4; Professional Development and Leadership 1&amp;2</td>
<td>Self-study, field work, tutorials</td>
</tr>
<tr>
<td>4) be able to transfer knowledge, skills and abilities to a professional context (e.g., schools, health promotion organisations)</td>
<td>Throughout the programme</td>
<td>Self-reflection, Professional Development Portfolio, discussions</td>
</tr>
<tr>
<td>5) Be able to effectively work collaboratively with others, recognising the diversity of contributions individuals can make</td>
<td>Throughout the programme</td>
<td>Group work, field work</td>
</tr>
</tbody>
</table>
## Assessment Matrix Years 1 & 2

<table>
<thead>
<tr>
<th>Programme Year</th>
<th>Course Title</th>
<th>Education Studies 1a: Introduction to Educational Studies and Educational Research</th>
<th>Education Studies 1b: Teaching, learning and the Curriculum for Excellence</th>
<th>Sport Science 1a</th>
<th>Sport Science 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical Education Curriculum and Pedagogy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2 x Assignments of 1500 words 1 Tutor visit</td>
<td>See Educational Studies Courses</td>
<td>See Educational Studies Courses</td>
<td>1 x 1 hour examination Skill Acquisition (50%)</td>
<td>1 x 1 hour examination – Biomechanics (50%)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1 x 1 hour examination Exercise Physiology (50%)</td>
<td>1 x 1 hour examination – Psychology (50%)</td>
</tr>
<tr>
<td>Credits</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
### Assessment Matrix Years 3 & 4

| 3 | Physical Education Curriculum and Pedagogy 3 | Professional Development and Leadership 1 | Educational Studies 3: Equality and Social Justice In the Formation of School and Classroom Cultures | 1. Assignment 1500 words  
2. A multimedia end of course assignment (2000 words equivalent) |
|---|---|---|---|---|
1 from 2 Disciplines |

<table>
<thead>
<tr>
<th>Credits</th>
<th>40</th>
<th>40</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment focused on planning</td>
<td>2 Tutor visits plus school assessment</td>
<td>See Educational Studies courses</td>
<td>2 x 2hr Examinations</td>
<td></td>
</tr>
<tr>
<td>1 x Assignment 4000 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 x 3000 word assignment</td>
<td>2 Tutor visits plus school assessment</td>
<td>8000 word dissertation</td>
<td>1 x 2hr Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 x 2 – 3000 words (equivalent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 x Assignment 4000 words</td>
<td></td>
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</tr>
<tr>
<td>1 x Group Video assignment supported by a 2000 word report</td>
<td>See Educational Studies Courses</td>
<td>See Educational Studies Courses</td>
<td>Varies depending on electives</td>
<td></td>
</tr>
<tr>
<td>1 x 2,000 word assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Tutor visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Courses of the BSc Physical Education Programme

<table>
<thead>
<tr>
<th>Year of Programme</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr1</td>
<td>Physical Education Curriculum and Pedagogy 1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 1a: Introduction to Educational Studies and Educational Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 1b: Teaching, Learning and the Curriculum for Excellence</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Sport Science 1a</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Sport Science 1b</td>
<td>20</td>
</tr>
<tr>
<td>Yr2</td>
<td>Physical Education Curriculum and Pedagogy 2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 2a: Childhood &amp; Adolescent Development in Education</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 2b: Inclusion and Citizenship in the 21st Century</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Understanding Physical Culture: Philosophical and Sociological perspectives</td>
<td>20</td>
</tr>
<tr>
<td>Yr3</td>
<td>Physical Education Curriculum and Pedagogy 3</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Professional Development and Leadership 1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 3: Equality and Social Justice in the Formation of School and Classroom Cultures</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Physical Education Perspectives 3</td>
<td>20</td>
</tr>
<tr>
<td>Yr4</td>
<td>Physical Education Curriculum and Pedagogy 4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Professional Development and Leadership 2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Educational Studies 4: Independent Research Project In Education</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Physical Education Perspectives 4</td>
<td>20</td>
</tr>
</tbody>
</table>
Course Descriptors for core courses of the BSc Physical Education Programme
Year 1

PEC&P 1: An Introduction to 3-14 Physical Education
Rationale
This introductory course, informed by contemporary professional, academic and research literature, helps students develop an understanding of the complex nature of children and adolescents’ learning in physical education. The course investigates how physical education contributes to children’s and adolescents’ broader learning whilst also acting as the foundation for current and lifelong engagement in different forms of physical activity. The course contextualises current PE thinking within a contemporary Scottish context by focussing on students’ knowledge and understanding of recent preschool and primary school physical education developments in curriculum, pedagogy and professional learning. PEC&P 1 will include a series of school visits and a four week school experience placement in a pre-school and primary school setting.

Learning Outcomes
By the end of the course students will be able to
- Articulate a detailed knowledge and understanding of contemporary discourses influencing physical education developments in Scotland across the 3-14 age range.
- Demonstrate an understanding of key principles underpinning lifelong learning in physical education, with particular reference to the pre-school and primary years.
- Display a detailed understanding of traditional and contemporary approaches to physical education curriculum, pedagogy and professional learning, with particular reference to the preschool and primary years.
- Apply contemporary theories of child development, learning and teaching in physical education through the planning, delivery and evaluation of physical education learning experiences in primary, and possibly pre-school, school settings.
- Work collaboratively with fellow students in various academic and professional contexts
- Undertake personal reflective study to integrate theory, research and practice in 3-14 physical education

2.3 The Course Curriculum
The major focus of PEC&P 1 is the support of children’s learning in physical education across the preschool and primary years. This theme will be addressed by considering:

- Theoretical issues influencing contemporary global and national developments in 3-14 physical education
- Developmental influences on 3-14 physical education, with particular focus on the pre-school and primary years
- Curriculum design principles for 3-14 physical education
- A developmental physical education curriculum framework covering the 3-14 age range, with particular focus on the pre-school and primary years.
- Contemporary pedagogy approaches in 3-14 physical education
- Interdisciplinary and cross sector considerations in 3-14 physical education.
- The role of physical education in children’s active lifestyles
A portfolio approach to professional learning
Contemporary research findings informing curriculum, pedagogy and professional learning in 3-14 physical education

<table>
<thead>
<tr>
<th>Student Hours</th>
<th>Student Contact hours</th>
<th>Student Non-contact hours</th>
<th>Total Student hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20 x 50min lectures</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>20 x 50 (Groups of 25)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Practical Experiential Workshops</td>
<td>4 x 50mins for 20 weeks (Groups of 25)</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Serial Time in schools 4 half days</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>School experience</td>
<td>4 week placement</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Independent study</td>
<td></td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>300</td>
<td>400</td>
</tr>
</tbody>
</table>

Components of Assessment

Assignment 1

Students will work in small groups to create and publish a primary physical education brochure targeted at a specific audience e.g. primary teachers or parents. Each individual student will support this brochure with a 1,500 word essay discussing how the content of the brochure is informed by contemporary thinking about primary physical education.

Assignment 2

With reference to key curriculum and pedagogy issues, students will undertake a 1,500 word reflective report on their primary school placement experiences.

Reading List

Relationship to the Standards for Provisional Registration

Engagement with the PEC&P1 course will provide students with the opportunity to develop and consolidate a range of professional actions associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities.

1 Professional Values and Personal Commitment

- **Social Justice**

  Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

  Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

  Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

- **Integrity**

  Demonstrating openness, honesty, courage and wisdom.

  Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.

  Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

- **Trust and Respect**

  Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.

  Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

  Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.
### Professional Commitment

Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.

Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

### Professional Knowledge and Understanding

#### 2.1 Curriculum

##### 2.1.1 Have knowledge and understanding of the nature of the curriculum and its development

- develop an understanding of the principles of curriculum design and the contexts for learning;
- know about and understand the processes of change and development in the curriculum;
- develop an awareness of connections with other curricular areas, stages and sectors.

##### 2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum

- acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;
- understand how to match the level of curricular areas to the needs of all learners;
- understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;

##### 2.1.2 Have knowledge and understanding of planning coherent and progressive teaching programmes

- know how to plan for effective teaching and learning across different contexts and experiences;
- know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners.

##### 2.1.3 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners’ expectations of themselves;
- know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;
- know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;
- know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners’ needs;

##### 2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners’ expectations of themselves;
- know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;
- know and understand the content of the curriculum in relation to literacy, numeracy and
2.3 Pedagogical Theories and Practice

2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

- have knowledge and understanding of the stages of learners’ cognitive, social and emotional development which they are able to use to take account of all learners’ needs;
- have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- know how to access and apply relevant findings from educational research;

3 Professional Skills and Abilities

3.1 Teaching and Learning

3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities

- plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.

3.1.2 Communicate effectively and interact productively with learners, individually and collectively

- model appropriate levels of literacy and numeracy in their own professional practice;
- use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;
- communicate appropriately with all learners, and promote competence and confidence in literacy;
- demonstrate effective questioning strategies;
- communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners;
- reflect on the impact of their personal method of communication on learners and others in the classroom.

### 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

- demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;
- demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;
- demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.

### 3.1.4 Have high expectations of all learners

- develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately;
- demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners’ needs.

### 3.1.5 Work effectively in partnership in order to promote learning and wellbeing

- ensure learners contribute to planning and enhancement of their own learning programmes;
- demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing.

### 3.2 Classroom Organisation and Management

#### 3.2.1 Create a safe, caring and purposeful learning environment

- plan and provide a safe, well organised learning environment,
- make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning;
- organise and manage classroom resources and digital technologies to support teaching and learning;
- know about and be able to apply health and safety regulations as appropriate to their role.

#### 3.2.2 Develop positive relationships and positive behaviour strategies

- demonstrate care and commitment to working with all learners;
- demonstrate knowledge and understanding of wellbeing indicators;
- show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;
- apply the school’s positive behaviour policy, including strategies for understanding and preventing bullying;
- know how and when to seek the advice of colleagues in managing behaviour;
- demonstrate the ability to justify the approach taken in managing behaviour.
### 3.3 Pupil Assessment

#### 3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

- use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;
- enable all learners to engage in self-evaluation and peer assessment to benefit learning;
- record assessment information to enhance teaching and learning;
- use the results of assessment to identify strengths and development needs which lead to further learning opportunities.

### 3.4 Professional Reflection and Communication

#### 3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

#### 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

- adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;
- evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- work collaboratively to share their professional learning and development with colleagues;
- maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.
SPRT08002 Sports Science 1Ah (* Validated course)

Rationale:

This course will accommodate two perspectives, knowledge and understanding of which underpins efficient functioning of the human body during rest and exercise. In this context consideration will be given to processes underlying the learning of physical skills, factors affecting skill learning and acquisition and the application of key principles to the learning environment. This will be complemented by an overview of the main physiological systems responsible for efficient and effective human movement. Application will be made to the spectrum of physical activity and sports performance.

Learning Outcomes / Competencies:

By the end of this course students will be able to:

- Identify and appreciate the structure and function of the major physical systems and their operation.
- Identify and appreciate the major systems responsible for, and affected by, exercise and training.
- Understand the acquisition, retention and transfer of motor skills.
- Demonstrate an understanding of the cognitive and ecological approaches to skill acquisition and their implications for coaching.

Indicative Content:

The major themes will be:

Cardio-respiratory system
Neuro-muscular system
Energy production and utilisation
Control and regulation of key physiological processes Stages of Learning and Motor Development
Theoretical perspectives i.e. (“The Degrees of Freedom problem”) Constraint model Feedback provision Practice organisation

Teaching and Learning:

Four one hour lecture sessions per week for 10 weeks plus 2 x 1 hour tutorials alternate weeks. These arrangements will be supported by the University VLE environment.

Course Assessment Scheme:

1 x 1 hour examination  
1 x 1 hour examination

Skill Acquisition (50%)  
Exercise Physiology (50%)

The combination of both marks will provide a final mark. Compensation arrangements between elements apply.

Course Reading:


**Entry Requirements:** Admission to Undergraduate study at the University of Edinburgh

**Scotcat Rating:** 20 credits

**Course Organiser:** Dr Tony Turner

**Institute:** Sport, Physical Education and Health Sciences
SPRT08003 Sports Science 1B (* Validated course)

Rationale:

This course will accommodate two perspectives, knowledge and understanding of which underpins human physical activity. This programme will incorporate study of the classical Newtonian Laws with illustrative sporting examples, and the basic mechanics that underpin the movement of humans and inanimate objects. This will be coupled with the study of Sport Psychology, in particular its historical and political development. Students will be able to appreciate the current status of Sport Psychology as an academic field of study and as a practice with athletes from different sporting environments.

Learning Outcomes / Competencies:

By the end of this course students will be able to:

- Understand Newton's laws of motion and appreciate their application to sport
- Understand the units and terms used in biomechanics
- Appreciate the academic and political development of sport psychology and its application to physical activity and sports performance.
- Identify and appreciate current developments in sport psychology

Indicative Content:

The major themes will be:

Vectors and Scalars
SI Units and Terms
Linear Kinetics and Kinematics
Angular Kinetics and Kinematics
Sport Psychology – European development and influences
Sport Psychology – American influences and development
Past and present development of Sports Psychology within the UK
Current Issues and future developments in Sport Psychology

Teaching and Learning:

Four 1-hour sessions per week for 10 weeks plus a 2 x hour tutorial/practical per week. These arrangements will be supported by the University VLE environment.

Course Assessment Scheme:

1 x 1 hour Examination – Biomechanics (50%)
1 x 1 hour Examination – Psychology (50%)
The combination of both marks will provide a final mark. Compensation arrangements between elements apply.

**Course Reading:**


**Entry Requirements:**

Admission to Undergraduate study at the University of Edinburgh

**SCOTCAT Rating:** 20 Credits

**Course Organiser:** Dr Carla McCabe

**Institute:** Sport, Physical Education and Health Sciences.
Educational Studies 1a: Introduction to Education and Education Research

Level: 8
Credits: 20
Semester: 1
Open to outside students? Yes
Entry Requirements: None

Rationale
This introductory 20-credit course introduces education as a subject of study in its own right and is structured around two central and interwoven strands: past and current perspectives on education and its role in the 21st century; and an introduction to research and its importance to education and educational inquiry. In addition, a core part of the course which is embedded in all teaching and learning activities is a focus on academic literacies, which is supported by an introductory unit on learning at university.

The course begins by examining education and its purposes from historical and current perspectives within different disciplines. Starting from a critical engagement with students’ own learning experiences, there will be an examination of how childhood and adolescence have been and are currently represented. Central to this will be an introduction to different theories of learning, how assessment shapes learning, and a consideration of learning within higher education. Attention then turns to the reasons for, and consequences of, inequalities in education and learner attainment and the negative impact that such inequalities have on learners and their learning.

Students will be introduced to these topics through key texts and research publications and will begin to engage with research by asking the following key questions: What is research? Why is research important to education and educationalists? How do we learn from, about and through research? What are the main research approaches? How do we decide which are the most appropriate? How do we decide if research is useful? What is meant by ‘practitioner enquiry’ and why has this term become influential in Scottish education? In this way they will gradually begin to acquire and develop the skills required to evaluate research.

Qualitative and quantitative research approaches will be introduced as students undertake and engage with the preparatory reading for each session, and within these paradigms they will begin to explore particular approaches. For example, there will be a focus on auto-ethnography as students complete a weekly online reflective journal in which they reflect on and consider the topic for the week, and explore their developing understanding of, and engagement with, substantive areas and the relationships between them. They will also be introduced to basic statistical analysis and to key ethical issues which arise from research in general and from research with children and adolescents in particular.
Course content

The course begins by introducing students to past and current perspectives on education and its role in the 21st century, drawing on different disciplines. The focus will then shift to how students learn successfully at university by introducing and exploring the following topics: deep and surface approaches to learning; accessing and reading academic literature; learning from lectures; collective and dialogic approaches to independent small-group learning; and learning from assessment and feedback. An auto-ethnographic approach will be used to allow students to consider how past experiences of learning (and teaching) have shaped and informed their current thinking about learning and their future aspirations for teaching. Auto-ethnography as a way of understanding childhood in 21st century Scotland — themes, continuities and discontinuities — will be used throughout and students will be scaffolded as they begin to engage in this kind of reflective writing. Past and current constructions and conceptualisations of childhood and adolescence will be examined before students turn to analyse and critique the causes and possible consequences of previous as well as prevailing inequalities in the education of young people and adolescents. Four half-days will be spent in schools during the second part of the semester, providing students with the opportunity to observe and familiarise themselves with schools as educational institutions ‘from the other side of the teacher’s desk’: this opportunity will allow students to contextualise course content in the professional setting of the school. Throughout the course students will be taught the skills required for successful academic reading and writing at this level of study.

Current and past constructions and representations of childhood

Students will be introduced to the different, complex, and at time contradictory, ways in which the notion of ‘childhood’ and ‘adolescence’ are culturally and socially constructed and represented in different media, including the press, film, academic publications, curricular documents, and teaching materials produced for different ages and stages of learners. Similarly, the representation of schools, schooling and societies will be analysed within a wider investigation of the purposes and place of education in the 21st century. Main topics covered in this part of the course will be:

- a reflection on participants’ experiences of childhood, and of being a child, and of how this impacted on their own learning;
- comparison and contrast of different representations of childhood, schools, and schooling, over time and in different media, with a key focus on how we are being positioned to respond in particular ways;
- an historical exploration and critique of how education has been conceived of over the past century, and of why and how it has the place it now has in 21st century Scotland.

Approaches to learning

This course will begin by considering what it means ‘to learn’ in a higher education context and introducing students to different theories of learning. The focus will be on learning as a process and well as learning content. In this way students will be helped to begin to consider how learners learn in different ways depending on the content, context, etc. Students will explore, drawing on their past experiences as learners and of being taught, why particular learning approaches were more successful for them than others. In particular the course will focus on:
• different theories of learning;
• deep, surface and strategic approaches to learning and how assessment shapes learning;
• factors ‘within the individual’ learner that have an impact on learning (e.g. learner motivation; personality; intelligence; attitude; autonomy; age; strategies; self-esteem; anxiety; affective factors etc.);
• factors ‘outwith the individual’ learner that impact on learning;
• sociocultural views on learning and the centrality of dialogic inquiry.

In taking ahead this focus on learning students will consider such questions as: What have been my own experiences as (e.g.) a school pupil, a learner on an access course, sports coach, Brownie/Guide/Scout leader, parent, teaching assistant, babysitter etc? How have they shaped my view of learning and teaching so far, and how are they shaping my aspirations as a teacher? Such considerations will necessarily draw upon wider philosophical perspectives on education as students make sense of their experiences.

**Inequalities in schooling**

The final main strand within this course will focus on the kinds of inequalities that are evident in schooling and will analyse both causes and consequences of such inequalities on learners and the additional challenges that learners can face during their education. Central to this will be seeking the answers to such questions as: What do we as educators mean by the term ‘inequalities’? Why do inequalities exist? What kinds of inequalities of treatment and provision do learners encounter? What impact does this have on both their short and longer–term learning and attainment? What can be done to challenge unequal treatment of learners in our schools? Whose responsibility is it to challenge? What role does society have in this? What role does the media have? The key sources of inequality examined will be:

• social class and its impact on attainment;
• ‘race’;
• sexuality;
• disability.

The lectures and seminars that accompany this strand will introduce students to quantitative data and explore how statistics and large datasets can be used to help us to begin to understand inequalities in society and in education.

**Learning Outcomes**

By the end of the course, and at a level appropriate to a first year undergraduate, students will be able to:

• Demonstrate critical engagement with the academic content of the course and consider this in light of their own experiences as learners through production of a weekly journal.
• Demonstrate an understanding of different theories of learning, and of the internal and external factors which can impact adversely on successful learning.
• Identify and explain the complex ways in which childhood is represented in a range of media and educational documentation and how we are positioned to respond to such representations.
• Identify and explain the causes and impact on learners of inequalities that many learners face and begin to consider ways to address such inequalities.
• Demonstrate a basic understanding of the value of educational research.
• Demonstrate a basic understanding of qualitative and quantitative research and identify the key differences between them.

Teaching and Learning Strategies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
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<td>Tutorials &amp; Workshops</td>
<td>20</td>
</tr>
<tr>
<td>Serial time in Schools</td>
<td>10</td>
</tr>
<tr>
<td>Independent Study (including self-organised group work) &amp; preparation of assessments</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
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</table>

Assessment

**Reflective journal**
Students will be required to keep an online reflective journal for nine weeks. This task will be scaffolded and will reflect the course content for the week and the relationship between different elements of the course. The purpose of this ongoing task is to help students to develop as critical and reflective readers and writers who are able to give and receive appropriate feedback.

The reflective journal is not counted towards the summative mark. However, tutors will regularly access these journal entries to promote student engagement in the kinds of reflection and criticality which will prepare them for the written summative assessments.

**Written assignment.**
The written assignment will be an essay. It will be supported by three tasks which provide an opportunity for students to practise, and receive feedback on, some of the skills and stages associated with successful essay writing. The intention is for the bulk of feedback to be given in response to the three in-semester tasks. Feedback on the final essay will be brief and will be ipsative in nature.
1. **Week 3.** Students will submit summary notes which synthesize, compare and contrast the main arguments in two articles.  
   10%  
   (750 words)

2. **Week 6.** Students will submit an account of how they have made use of evidence (e.g. direct/indirect evidence from the articles; additional background reading; appropriate use of evidence from personal/professional experience) to support a single line of argument in response to a straightforward question.  
   20%  
   (750 words)

3. **Week 9.** Students will submit an outline plan of the assignment demonstrating their developing argument/line of thought.  
   20%  
   (750 words)

4. **Final assignment**  
The final assignment will allow students to draw on what they have learned from the tasks undertaken for weeks 3, 6 and 9 of the course, and on the reflective journal they have maintained throughout the course. They will be given two key research articles/papers from each key topic included in the course – from *Learners and learning; Representations of children and adolescents; Inequalities in education* - and will be asked to select which topic they would like to be the focus of their assignment. They will be required to present a comparative critique using the reading, writing and reflective skills they have developed throughout the course.  
   50%  
   (2000 words)

**Total:**  
100%

All assignments will be marked out of 100 and then aggregated as above. Students need to attain 40% aggregate to pass the course. Compensation is allowed between elements subject to attainment of at least 35% in the final assignment.

**Formative Assessment and Opportunities for Feedback**  
The reflective journal and the three assessed activities are designed to incorporate opportunities for formative feedback as part of the task. As such they will begin to develop the reflective, critical reading and writing skills which will then support students with the final assessment.

More informal opportunities for formative feedback will be available in tutorials in which discussion and questioning are encouraged. In lectures, lecturers will be encouraged to use a range of feedback techniques to ensure students understand key concepts at critical moments. Throughout the course students will be encouraged to engage with peers to develop their capacity for peer and self-feedback.

**Indicative Reading List**  
Links to the Standard for Provisional Registration (GTCS, 2012)

Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out in the Standard are integral to course content and delivery. The following elements are strongly reflected in the course curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

3.4.1 Read and critically engage with professional literature, educational research and policy
Educational Studies 1b: Teaching, learning and the Curriculum for Excellence

Level: 8
Credits: 20
Semester: 2
Open to outside students? Yes
Entry Requirements: None

Rationale

This course takes Scotland’s Curriculum for Excellence (CfE) as an overarching theme. It includes a critical exploration of some of the ideas underpinning the construction of CfE and associated ideas about teaching by considering their historical, theoretical and practical development. The course aims to equip students with a critical and informed understanding of the role as teachers in realising the curriculum, and the factors that can influence this. A strong theme is an appreciation of the relationship between theory and practice in teaching and learning.

Course Content

The course begins with an introduction to the current context of teaching within Scotland, including reforms associated with CfE. The course is divided into three equal units, at the end of which students will be able to develop their own critique of teaching and learning as constructed by CfE and consider the implications for their own teaching practices. A strong focus running through the whole course is consideration of the role of the teacher. What does it mean to be a teacher? What influences our practice? How can we shape our own role as a teacher? These questions permeate the three units, providing a unifying focus throughout the course. The course is underpinned by a commitment to research-informed teaching practices, emphasising the importance of critical engagement with academic literature and policy texts, and also providing students with opportunities to develop research skills (e.g. interviews as a research method).

Theories of learning over time

The emphasis in this unit is on the dynamic nature of our understanding of how learning occurs; the way in which ideas develop over time; challenges and debates; understanding CfE in terms of its theoretical foundations and how these have developed; and introducing the idea of how theories interact with practice and our roles as teachers. Main topics covered include:

- An overview of how conceptions of the nature of learning have changed over time, including an introduction to major thinkers in this area (e.g. Dewey, Vygotsky, Bruner).

- A more detailed exploration of selected guiding principles of CfE (e.g. ‘active learning’), interrogating the background and historical development of these principles, and their implications for the roles of teachers.
The relationship between theories of learning and conceptions of the roles of teachers

The ways in which theories of learning – and conceptions of the roles of teachers – inform attitudes and approaches to diverse patterns of student behaviour (including so-called “misbehaviour”)

Teaching, learning and the curriculum
This unit considers the curriculum as the ‘space’ in which teaching and learning takes place. Within an exploration of how a curriculum is socially and politically constructed, there is particular focus on the inter-relationship between the curriculum and the role of the teacher. Main topics covered include:

- What is the relationship between the curriculum and outside factors: eg society; students’ backgrounds; our backgrounds and values as teachers?
- Disciplinarity and inter-disciplinarity
- What choices do teachers have about how to navigate the curriculum?
- What role does assessment play in shaping the way in which students and teachers engage with the curriculum?

Approaches to teaching and learning
How do we actually realise the curriculum through our practice, based on our understanding of learning and our roles as teachers? This unit takes the seven principles outlined in the ‘Approaches to Learning’ section of the Education Scotland website (2012) and subjects them to critical examination. What theories of learning underscore each of these? What is the role for the student in each? What is the role of the teacher? What assumptions about teaching, learning and assessment may be inherent in each? How do they relate to broader understandings of student health, wellbeing and development? Students will be encouraged to critically explore some of the research literature associated with each of these approaches.

- Active learning
- Co-operative learning
- Peer education
- Creativity
- Outdoor learning
- ICT in education
- Reggio Emilia approach

Learning Outcomes
By the end of the course and at a level appropriate to a first year undergraduate, students will be able to:

- Explain and contrast different theories of learning
- Identify some of the theories of learning that influence teaching in practice, including their own approaches to teaching
- Examine and evaluate claims about learning, teaching and assessment in both the academic literature and the popular media

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- Relate theories of learning to the construction and realisation of the curriculum
- Examine the diverse roles of students and teachers in realising the curriculum in the context of different approaches to learning
- Evaluate the ‘Approaches to Learning’ section within the Curriculum for Excellence in terms of the theoretical foundations and assumptions of each principle, and their practical implications
- Critically evaluate research evidence in relation to curriculum development

**Teaching and Learning Strategies**

<table>
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<td>TOTAL</td>
<td>200</td>
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</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Assessed Activity 1</th>
<th>Interviews with teachers:</th>
<th>Role of the teacher and theories of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1200 word report</td>
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<table>
<thead>
<tr>
<th>Assessed Activity 2</th>
<th>Newspaper article exercise with group presentation</th>
<th>Approaches to pedagogy/realising the curriculum</th>
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<tbody>
<tr>
<td></td>
<td>2 x 300-500 words</td>
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<table>
<thead>
<tr>
<th>Assessed Activity 3</th>
<th>Final essay – 2000 words</th>
<th>Curriculum for Excellence</th>
</tr>
</thead>
</table>

Each assessment is equally weighted towards the final mark. To successfully complete this course students must be awarded a minimum of 30% in each individual task and an aggregate mark of 40% or more.

**Assessed activity 1**

Students are required to (1) conduct two interviews (structured conversations) with practicing teachers, discussing their philosophies and approaches to teaching (2) analyse the data with reference to theories of learning in the literature (3) write a short report on their findings. The interviews will provide an opportunity for student-led professional dialogue: students will be shown how to construct prompts for a semi-structured interview
derived from prior classroom observations. An alternative format will be available should it not be possible to interview teachers in a placement school.

**Assessed activity 2**
Students are required to (1) work in groups to discuss the ways in which newspapers with contrasting styles (eg broadsheet and tabloid or different political affiliations) would report on a specific topic relating to an aspect of CfE (2) individually write two articles from contrasting perspectives (3) give a group presentation outlining what these articles reveal about attitudes to pedagogy and the curriculum and the use/misuse of information to inform people – this should be informed by research literature [articles to be made available prior to presentations]. At the end of the presentation, there will be an opportunity to revise the individual articles in the light of peer feedback before submission.

**Assessed activity 3**
Essay based on critical analysis of the “Approaches to Learning” section within the CfE. This is to be informed by relevant literature and scholarship, including critiques of CfE and its underlying theories of learning and teaching

**Formative Assessment and Opportunities for Feedback**
Assessment activities one and two are designed to incorporate opportunities for formative feedback as part of the task. As such they aim to develop critical skills which will then feed in to the third assessment activity.

In addition, assessment activity two will be preceded by a formative task looking at a media article on CfE and disciplinarity.

More informal opportunities for formative feedback will be available in workshops in which discussion and questioning are encouraged. In lectures, lecturers will be encouraged to use a range of feedback techniques to ensure students understand key concepts at critical moments. Throughout the course students will be encouraged to engage with peers to develop their capacity for peer and self-feedback.

**Indicative Reading List**
Links to the Standard for Provisional Registration (GTCS, 2012)

Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out in the Standard are integral to course content and delivery. The following elements are strongly reflected in the course curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

2.1.1 Have knowledge and understanding of the nature of the curriculum and its development

2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum

2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

3.4.1 Read and critically engage with professional literature, educational research and policy
Year 2

PECP2: The Early Secondary Years

Rationale
This course supports students’ knowledge and understanding of physical education in the early years of secondary schooling. The course extends the study of curriculum, pedagogy and professional learning discourses introduced in PEC&P 1 through an on-going investigation of contemporary professional, policy, academic and research literature. With a focus on recent policy developments, the course examines traditional and contemporary approaches to physical education curriculum and pedagogy across the early years of secondary schooling in Scotland. In addition, the course supports students’ on-going self-regulation of their professional learning efforts in various physical education contexts, particularly through a series of school visits and a six week school experience placement in the early secondary school setting.

Learning Outcomes
- Display a critical understanding of contemporary discourses influencing physical education developments across the 3-14 age range, with particular emphasis on Scotland.
- Demonstrate an understanding of key principles underpinning lifelong learning in physical education, with particular reference to the early secondary years.
- Display a detailed understanding of traditional and contemporary physical education curriculum, pedagogy and professional learning, with particular reference to the early secondary years in Scotland.
- Apply contemporary theories of development, learning and teaching in physical education through the planning, delivery, assessment and evaluation of physical education learning experiences in early secondary settings.
- Engage in self-directed professional learning activities focussed on 3-14 physical education
- Undertake collaborative and personal reflective study to integrate theory, research and practice in 3-14 physical education.

The Course Curriculum
The main theme of PEC&P 2 is physical education in the early secondary years. This theme will be addressed by considering the following topics

- Theoretical, conceptual and policy issues influencing contemporary developments in 3-14 physical education, particularly in Scotland
- Developmental influences on 3-14 physical education, with particular focus on the early secondary years
- Curriculum design principles for 3-14 physical education
- A developmental physical education curriculum framework covering the 3-14 age range, with particular focus on the early secondary years.
- Contemporary pedagogy, interdisciplinary and cross sector approaches to early secondary physical education
- The role of early secondary physical education in the development of active lifestyles
- A self-regulating portfolio approach to professional learning
- Contemporary policy developments and research findings informing curriculum, pedagogy and professional learning in 3-14 physical education, particularly in the early secondary years

<table>
<thead>
<tr>
<th>Student Hours</th>
<th>Student Contact hours</th>
<th>Student Non-contact hours</th>
<th>Total Student hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20 x 50min lectures</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>20 x 50 (Groups of 25)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Practical Experiential Workshops</td>
<td>4 x 50mins for 20 weeks (Groups of 25)</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Serial Time in schools 4 half days</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>School experience</td>
<td>5 week placement</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Independent study</td>
<td></td>
<td>218</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>303</td>
<td>400</td>
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</tbody>
</table>

Components of Assessment

**Assessment 1**

Students will work in small groups to create a video that highlights different pedagogy approaches to the teaching of physical education. With reference to contemporary thinking, each individual student will support the video with a 2,000 word reflective report that critiques the different pedagogy approaches represented in the video.

**Assessment 2**

Students will undertake a 2,000 word assignment focused on the complex nature of physical education curriculum and pedagogy during the early secondary years.
Assessment 3

Students will undertake a 6 week school experience in a partner school, which will be summatively assessed against elements of the Standard for Provisional Registration.

Reading List


Siedentop, D (1994), Sport Education, Champaign, Ill, Human Kinetics


Relationship to the Standards for Provisional Registration

Engagement with the PEC&P2 course will provide students with the opportunity to develop and consolidate a range of professional actions associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities. Not all of subsections of the three areas are directly assessed. The school experience will provide formative experiences for students to develop their knowledge understanding and awareness of the Standard for Provisional Registration, whilst being summatively assessed against a selection of the Standards. The Standards summatively assessed are indicated below with a ◆ against the broad statement with the Professional Actions providing an indication of the sources of evidence and action required to enable the University tutor and partner school to be assured that the professional standard is achieved.

<table>
<thead>
<tr>
<th>1 Professional Values and Personal Commitment ◆</th>
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<tbody>
<tr>
<td>❖ Social justice</td>
</tr>
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</table>

Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future

Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ Integrity ◆
Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.

- **Trust and Respect**

Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

- **Professional Commitment**

Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

## 2 Professional Knowledge and Understanding

### 2.1 Curriculum

#### 2.1.1 Have knowledge and understanding of the nature of the curriculum and its development

- know about and understand the processes of change and development in the curriculum;
- develop an awareness of connections with other curricular areas, stages and sectors.

#### 2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum

- acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;
- understand how to match the level of curricular areas to the needs of all learners;
- understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;

#### 2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes

- know how to plan for effective teaching and learning across different contexts and experiences;
- know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners.

#### 2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners’ expectations of themselves;
- know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;
- have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning;
- know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;
### 2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

- know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;

### 2.2 Education Systems and Professional Responsibilities

#### 2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

- develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland’s Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;
- develop an understanding of the legal and professional aspects of a teacher’s position of trust in relation to learners.

#### 2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

- develop an understanding of the sector and schools in which they are working;
- have an awareness of and respect for a school's distinctive ethos;
- have an understanding of the roles and responsibilities of all staff within the learning community.

### 2.3 Pedagogical Theories and Practice

#### 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

- have knowledge and understanding of the stages of learners’ cognitive, social and emotional development which they are able to use to take account of all learners’ needs;
- have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;

#### 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- know how to access and apply relevant findings from educational research;

### Professional Skills and Abilities

### 3.1 Teaching and Learning

#### 3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities

- plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.

#### 3.1.2 Communicate effectively and interact productively with learners, individually and collectively

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- model appropriate levels of literacy and numeracy in their own professional practice;
- use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;
- communicate appropriately with all learners, and promote competence and confidence in literacy;
- demonstrate effective questioning strategies;
- communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners;
- reflect on the impact of their personal method of communication on learners and others in the classroom.

### 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

- demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;
- demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;
- demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.

### 3.1.4 Have high expectations of all learners

- develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately;
- demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners’ needs.

### 3.1.5 Work effectively in partnership in order to promote learning and wellbeing

- ensure learners contribute to planning and enhancement of their own learning programmes;
- demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing.

### 3.2 Classroom Organisation and Management

#### 3.2.1 Create a safe, caring and purposeful learning environment

- plan and provide a safe, well organised learning environment,
- make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning;
- organise and manage classroom resources and digital technologies to support teaching and learning;
- know about and be able to apply health and safety regulations as appropriate to their role.

#### 3.2.2 Develop positive relationships and positive behaviour strategies

- demonstrate care and commitment to working with all learners;
- demonstrate knowledge and understanding of wellbeing indicators;
- show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate...
success;
- apply the school’s positive behaviour policy, including strategies for understanding and preventing bullying;
- know how and when to seek the advice of colleagues in managing behaviour;
- demonstrate the ability to justify the approach taken in managing behaviour.

### 3.3 Pupil Assessment

#### 3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning ✦

- use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;
- enable all learners to engage in self-evaluation and peer assessment to benefit learning;
- record assessment information to enhance teaching and learning;
- use the results of assessment to identify strengths and development needs which lead to further learning opportunities.

### 3.4 Professional Reflection and Communication

#### 3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

#### 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise ✦

- adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;
- evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- work collaboratively to share their professional learning and development with colleagues;
- maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.
Yr 2 20 Credit Elective

Below is an indication of the courses that students on the BSc Physical Education Programme could elect to study.

Electives for BSc Physical Education in Yr2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRT08004</td>
<td>Sport Science 2A Bio chemistry &amp; Skill Acquisition</td>
<td>20</td>
</tr>
<tr>
<td>SPRT08006</td>
<td>Sport Science 2C Biomechanics and Information Technology</td>
<td>20</td>
</tr>
<tr>
<td>SPRT08008</td>
<td>Sport and Recreation: Introduction to Management 1A</td>
<td>20</td>
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<tr>
<td>SPRT08010</td>
<td>Sport in Social Context: Historical and Organisational Development of Sport 1A</td>
<td>20</td>
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<tr>
<td>EDUA08080</td>
<td>Education and Childhood Practice</td>
<td>20</td>
</tr>
<tr>
<td>SCIL08004</td>
<td>Sociology 1A: The Sociological Imagination: Individuals and Society</td>
<td>20</td>
</tr>
<tr>
<td>SSPS08005</td>
<td>Scotland: Society and Politics</td>
<td>20</td>
</tr>
<tr>
<td>SCWR08004</td>
<td>Social Work: Policy and Legal Frameworks</td>
<td>20</td>
</tr>
<tr>
<td>SCSU08001</td>
<td>Science and Society 1A</td>
<td>20</td>
</tr>
</tbody>
</table>
Understanding Physical Culture: Philosophical and Sociological perspectives

Year: 2
Level: SCQF 8
Credits: 20
Hours: 40
Semester: 2
Open to outside students: Yes
Entry requirements: None
Student pre-requisites: None
Course Leader: Andrew Horrell
Ownership: Institute of Sport, Physical Education and Health Sciences

Rationale
This course drawing on the debates in contemporary research; focuses on students developing an understanding of physical culture, so that their professional practice is informed and underpinned by philosophical and sociological perspectives. Physical culture is a term with historical origins which is now being used in contemporary analyses focused on understanding institutionalised forms of physical activity. Understanding the historical and contemporary relationship between, physical activity, physical exercise, physical recreation, leisure, dance and sport is necessary for informed professional practice in physical education and sports science. A relational analysis of institutionalised forms of physical activity enables the identification of the complex and interconnected forms of engagement that take place. A key part of the course is the critical analysis of how physical culture is evaluated, appreciated and engaged with within contemporary society. Students through critical analysis of relevant and recent research consider how their experience of physical culture influences the formation of their identity and the implications that this may have for professional practice in physical education and sports science.

Learning Outcomes
On completion of this 20 credit course, students should be able to:

- Demonstrate an understanding of the historical and contemporary conceptions of physical culture informed by relevant sociological concepts and theories.
- Identify critical issues in institutionalised forms of physical activity by drawing on relevant literature.
- Evaluate the contribution that an aesthetic perspective on physical culture and institutionalised forms of physical activity makes to professional practice.
- Analyse research literature to identify and discuss how experiences and perceptions of ‘physical culture’ influence the formation of identity and individuals sense of self. Articulate how a critical awareness of physical culture and the interconnected nature of bodily experiences can inform professional practice.

Indicative Course Content

- Key philosophical perspectives and the aesthetic dimension of physical culture.
- Definitional issues .distinctions and demarcations within different terms such as physical activity, physical exercise and sport.

- Historical and contemporary usage of ‘physical culture’ including an exploration of
the interrelated nature of institutionalised forms of physical activity and their roots within different cultures.

- The socially and politically mediated nature of ‘physical culture’ by examining the commercialisation, commoditisation and representation in the media.
- Key literature and concepts such as ‘relational analysis’ to consider the different experience and experiences of individuals and groups within society in relation to the concepts of the *legitimate body* and the *legitimate use of the body*.
- Student’s practical participation and engagement with practical activities consider the classification of physical activities.
- Review and consideration of how perceptions of physical culture influence the formation of identities.

**Teaching and Learning Strategies**
The course will be delivered as a series of blocks which focus on specific aspects of course content. Running throughout the course is an attention to developing student’s academic literacies. The course will use the Universities VLE as part of a mixed approach to teaching and learning. Key lecture presentations during the course from University staff, will provide important syntheses of core concepts central to students understanding of the courses aims and learning outcomes. In addition to the lecture programme, the VLE will support students engagement and learning by providing on-line learning materials and activities. Students will be required to study independently before and after key presentations, so that they are able to engage in the workshops that follow. Students will participate in workshops in learning teams, engaging in collaborative learning activities. Workshops will focus on the critical evaluation and analysis of relevant research literature that forms the core of the required reading for the course. Within these workshops students will work in small study groups (4 – 5 students). Students will undertake detailed critical reading and discussion of research papers, relating to the key topic covered by each block. The workshops and supporting online material will aid students in developing their ability to critique academic literature and develop an enquiring analysis of the concept of physical culture. It will also provide them with a further opportunity to relate the ideas covered in the lectures. As part of the workshop programme, practical experiential workshops will take place, which will engage students in the creation of movement pieces.

<table>
<thead>
<tr>
<th></th>
<th>Student Hours</th>
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<tbody>
<tr>
<td></td>
<td>Student Contact hours</td>
</tr>
<tr>
<td>Lectures</td>
<td>20 x 50min lectures</td>
</tr>
<tr>
<td>Workshops</td>
<td>24 x 50</td>
</tr>
<tr>
<td>Practical</td>
<td>4 x 50mins</td>
</tr>
<tr>
<td>Experiential</td>
<td></td>
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<tr>
<td>Workshops</td>
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<td>-----------</td>
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</tr>
<tr>
<td>Formative presentation</td>
<td>1 x 20min</td>
</tr>
<tr>
<td>Independent study</td>
<td></td>
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<tr>
<td>Total</td>
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</tbody>
</table>

**Assessment Methods**

**Formative Assessment and Opportunities for Feedback**

Feedback will be provided to students in a number of ways:

- Discussion during the workshops will provide students with an opportunity to receive informal oral feedback from the tutor and peers on their understanding of the ideas presented in the lectures/readings.
- Written peer feedback will be encouraged on writing tasks set to support the analysis of core readings.
- Oral feedback on practical movement tasks and presentations undertaken during workshops.

**Summative Assessment**

Assessment will be by two assignments:

1. A mid course assignment evaluating the contribution that an aesthetic perspective on physical culture and institutionalised forms of physical activity makes to professional practice. (1500 words)
2. A multimedia end of course assignment which provides a critical review of how 'physical culture' influences the formation of identity and individuals sense of self (2000 words equivalent)

Students will be required to pass both assessments (40% in each). Unless directed otherwise, no compensation is anticipated. The weighting balance is: 50% marks for 1) 50% marks for 2)

**Reading List**


**Gray, S., McIsaac, S.** and Mitchell, F. (under review). The 'truth' about health: critical inquiry and a health and wellbeing curriculum. *Sport, Education and Society*


Scottish Government (2009) Curriculum for Excellence (Glasgow: Learning and Teaching Scotland)
Journals and Websites
Studies in Physical Culture & Tourism
Journal of Aesthetic Education
Sport, Education and Society
Discourse: studies in the cultural politics of education
Physical Culture and Sport. Studies and Research

Relationship to the Standards for Provisional Registration

The following elements of the Standard for Provisional Registration are strongly reflected in the curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

<table>
<thead>
<tr>
<th>1</th>
<th>Professional Values and Personal Commitment</th>
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<tbody>
<tr>
<td></td>
<td>Social justice</td>
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<tr>
<td></td>
<td>Integrity</td>
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<tr>
<td></td>
<td>Trust and Respect</td>
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<tr>
<td></td>
<td>Professional Commitment</td>
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</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Professional Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Have knowledge and understanding of the nature of the curriculum and its development</td>
</tr>
<tr>
<td>2.2</td>
<td>Education Systems and Professional Responsibilities</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Have knowledge and understanding of the principal features of the education system, educational policy and practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3</th>
<th>Pedagogical Theories and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1</td>
<td>Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Have knowledge and understanding of the importance of research and engagement in professional enquiry</td>
</tr>
<tr>
<td></td>
<td>know how to access and apply relevant findings from educational research;</td>
</tr>
</tbody>
</table>

| 3  | Professional Skills and Abilities          |

69
3.1.5 Work effectively in partnership in order to promote learning and wellbeing

3.4 Professional Reflection and Communication

3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise
Educational Studies 2A: Child & Adolescent Development in Education

Level: 8
Credits: 20
Semester: 1
Open to outside students: Yes

Entry requirements: Successful completion of Educational Studies 1a and 1b, or evidence of sustained engagement with education and related disciplines, at the discretion of the course organiser.

Rationale
This course is designed to introduce students to key aspects of cognitive, social, emotional and psycho-motor development in childhood and adolescence, and to the range of contextual factors that influence these developmental processes. In addition, this course introduces the students to the ways in which development in childhood and adolescence can be researched, the relationship between developmental research and educational practice, and the ethical issues relating to the participation of children and adolescents in developmental research. There is also an emphasis on gaining understanding and experience of quantitative approaches. The course draws predominantly on the disciplines of developmental psychology and psychomotor development, along with introductory material on neuroscience in education, placing these in an educational context.

Course Content
The two strands of the course run concurrently, to support students in understanding the links between developmental research/theory and research methods.

1. Understanding Development in Childhood and Adolescence
This begins with an overview of how childhood and adolescence are conceptualised within a wide range of disciplines, including developmental psychology and the sociology of childhood. It then goes on to focus on developmental psychology and psychomotor development. Students are encouraged to critically consider the ecological context of development in childhood and adolescence, from micro to macro level influences, a theme that is revisited through the course. The bulk of this strand consists of a critical examination of theories and research on typical and atypical cognitive, social, emotional and psycho-motor development in childhood and adolescence. Students are encouraged to view development holistically, and to consider the connections between different aspects of development. The research covered includes ‘classic studies’ as well as more recent research that builds on this earlier work. There is also an introduction to the discipline of neuroscience in education, with discussion of the development of the brain, and the relationship between brain development and learning. This includes some coverage of ‘neuromyths’ in Education (linking to the idea of the teacher as a reflective/critical practitioner). Throughout the course students are asked to consider the bidirectional links between development and education.
They are encouraged to critically reflect on the extent to which knowledge of development can enhance educators’ practice in engaging children/adolescents in learning and supporting social development. In particular, links between child/adolescent development and ‘Health and Well-being’ within the Curriculum for Excellence will be highlighted, as will the relationship between development and behaviour.

2. Researching Development in Childhood and Adolescence

In this strand, students are initially introduced to the broad range of qualitative and quantitative research methods used within developmental psychology. There is then an introduction to experimental and quasi-experimental research design, with students encouraged to consider and critique the experimental methods discussed within the first strand of the course. From within the broad range of research methods, students then be introduced to quantitative observational approaches in more detail. They will be supported to use this method in small groups, conducting a piece of small-scale research into one aspect of development (for most students this research will take place within an educational context during serial placement days). Students are then supported to develop their understanding of and ability to work with quantitative data, using descriptive statistics to describe elementary data, including their own observational data. A key component throughout this strand is the ethics around research involving children and adolescents, including issues of informed consent and power dynamics in research. Throughout this strand students are also encouraged to reflect on the relationship between developmental research and educational practice.

Learning Outcomes
By the end of this course, and at a level appropriate to a 2nd year undergraduate, students will be able to:

- Demonstrate an understanding of a range of theories and research on cognitive, social, emotional, physical and psycho-motor development in childhood and adolescence.
- Discuss the ecological contexts of child and adolescent development.
- Reflect on some of the connections between child/adolescent development and educational practice.
- Demonstrate a broad understanding of the range of research methods used to explore development in childhood and adolescence.
- Conduct a piece of small-scale quantitative observational research in an educational or child-based context, present elementary descriptive statistics on the data, and reflect on this work.
- Show an awareness of ethical issues relating to the participation of children and adolescents in developmental research.

Teaching and Learning Strategies

<table>
<thead>
<tr>
<th></th>
<th>Notional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>2 one hour lectures per week</td>
</tr>
<tr>
<td>Tutorials &amp; Workshops</td>
<td>2 hours per week</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Serial time in schools</td>
<td>4 half days</td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>(including self-organised group work) &amp;</td>
<td></td>
</tr>
<tr>
<td>preparation of assessments</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

There are two equally weighted assessed activities:

- An essay (2000 words) in which students are asked to critically explore a particular aspect of child/adolescent development in depth, and reflect on the educational implications of the theories and research discussed.

- A report (2000 words) on the small-scale observational research conducted in small groups (but written up independently). This includes a short background, information on methods and ethics, presentation of the findings (including descriptive statistics), and reflection on the research process and implications of the findings.

Each assessed activity has an equal weighting, contributing 50% of the final mark. Students are required to obtain a pass grade (40%) in each of the assessed activities in order to pass the course.

**Formative Assessment and Opportunities for Feedback**

On this course, feedback is provided to students in a number of ways, including:

- Discussion during the strand 1 workshops. This provides students with an opportunity to receive informal oral feedback from the tutor and peers on their understanding of the ideas presented in the lectures/readings.

- Opportunities for feedback on workshop tasks are incorporated at points during the course. In this way students are provided with an opportunity to discuss misunderstandings/concerns with the tutor.

- Prior to the group small-scale observational research task, there will be opportunities for informal feedback on topic choice and plans.

**Indicative Reading List**


**Links to the Standard for Provisional Registration (GTCS, 2012)**
Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out are integral to course content and delivery. The following elements are strongly reflected in the course curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

**2.1.4** Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

**2.3.1** Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

**2.3.2** Have knowledge and understanding of the importance of research and engagement in professional enquiry

**3.4.1** Read and critically engage with professional literature, educational research and policy
Educational Studies 2b: Inclusion and Citizenship in the 21st Century

Level:  8
Credits:  20
Semester:  2
Open to outside students:  Yes

Entry requirements: Successful completion of Educational Studies 1a, 1b and 2a or evidence of sustained engagement with education and related disciplines, at the discretion of the course organiser.

Rationale
This 20-credit course examines the role of the teacher as a professional with responsibility for supporting diverse learners in the classroom as well as preparing these learners to socialise, work and live in a complex and diverse world. The course explores historical and philosophical approaches to individual needs, building on the concepts of child development covered in Education 2a and assists in preparing students for future school placements. Discussion is explored, contextualised and framed in a social model approach that recognises individual needs and responses to these from personal, cultural and structural levels. This is then applied within an educational context in alignment with the Scottish Curriculum for Excellence. During the course, students will spend time on placement in a range of settings to gain experience of interactions between schools and various agencies aimed at supporting pupils and families and enhancing the educational experiences of learners in different environments including rural areas across Scotland. Students discuss the responsibility of teachers in relation to legislation and policy that promotes inclusion, equality and children’s rights and considers multi-agency approaches and partnerships in supporting pupils’ learning in different environments. Students then build on this knowledge to consider future inclusive schools in the context of globalisation, sustainability and social justice as developed through Educational Studies 1a. A key part of the course is to critically consider the contribution of research to educational policy development as well as the influence of practice on shaping the research and educational policy agenda through, for example, critical discourse analysis.

Course Content
The course is divided into three blocks:

Block 1: Additional Support Needs and Inclusion
The course begins with an introduction to historical and societal perceptions of human differences as a means to understanding current practices and the development of additional support needs as a social construction. To deliver effective inclusive education requires teachers to develop productive relationships with other professionals, parents, community organisations, businesses and others and an aspect of this block is to critically
consider the principles of collaborative working, as well as to examine the opportunities and barriers for the development of such working.

The block includes:

- Analysis of the social and deficit models with a focus on how the social model approach can be applied in schools to address all aspects of inequality with a specific focus on pupils with additional support needs.
- Discussion of how discrimination operates at personal, cultural and structural levels.
- Exploring strategies to address all three forms of discrimination in relation to pupils with additional support needs.
- Supporting pupils’ individual needs within a social model approach looking at whole school, multi-agency, parental partnership and policy responses, as well as the role of the classroom teacher.
- Appropriate and inclusive assessment strategies
- Children’s Rights and democratic practices in education including discussion of effective ways in which the pupils’ voices can be heard and integrated into school policy and practices.
- Exploring whether research from psychology, sociology and inclusive education informs the ways in which schools and teachers can support individual pupils.

**Block 2: Education policy formulation: opportunities and limitations**

This block provides students with an opportunity to explore an education policy document in the area of additional support needs. The course enables students to consider the place of research in shaping such documents, for example how the curriculum is structured and National Priorities are developed and implemented with specific reference to pupils with additional support needs and current legislation. Students will develop their skills in document analysis as a qualitative research method by examining the place and function of documents in qualitative research, the relevance of documents to research topic, possibilities and limitations.

**Block 3: Education for the Future**

This block looks at the purposes of schooling and asks who is it for? What purposes does it serve? Who makes decisions and why?

Students are asked to consider the differences they can make as teachers in shaping education for the future. Some students will have had relatively little direct experience in schools and the purpose of this Block is to enable them to consider a possible future for schools, teachers and learners into the 21st century in order to prepare them as critical and reflexive practitioners of the future. There is a particular focus on issues of globalisation and sustainability and aspects of social justice and inclusion introduced within Education 1 and Education 2. Students will engage with a range of relevant key concepts such as education within a digital age, the impact of social technologies on teaching, citizenship, interdependence, conflict resolution, human rights, evolving populations, sustainable development and meeting the needs of an increasingly diverse pupil cohort. Students are also asked to draw upon their developing understanding of how to engage with document analysis by, for example, utilising a critical discourse analysis lens from Block 2 in informing their presentation. Students will have the opportunity to work in teams to design
the school of tomorrow while considering the purposes and ethics of schooling and issues of power, control and inclusion.

**Learning Outcomes**
By the end of this course, and at a level appropriate to a 2nd year undergraduate, students will be able to:

- Plan appropriate support for pupils with additional needs within a social model context
- Demonstrate an understanding of the purpose of educational research and its contribution as well as limitations to the formulation of education policy
- Demonstrate basic skills in documentary analysis as a qualitative research method
- Demonstrate an awareness of the impact of globalisation, new technologies and increasing population movements/dynamics/diversities on education policy and practice

**Teaching and Learning Strategies**

<table>
<thead>
<tr>
<th>Input</th>
<th>Notional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>2 one hour lectures per week</td>
<td></td>
</tr>
<tr>
<td>Tutorials and Workshops</td>
<td>20</td>
</tr>
<tr>
<td>2 hours per week</td>
<td></td>
</tr>
<tr>
<td>Serial Days</td>
<td>10</td>
</tr>
<tr>
<td>4 half days</td>
<td></td>
</tr>
<tr>
<td>Independent Study (including self-organised group work)</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

**Assessment**
There are two assessed activities.

**Assessed Activity 1: 2000 word individual written assignment (60% of course mark)**
Students conduct a critical analysis of one document (e.g. historical report, research report, policy document) relating to issues of individual need and educational inclusion. They are asked to consider the document in terms authenticity, credibility, representativeness, meaning and applicability. Students will be offered two educational research reports and two education policies from which they should select one on which to focus their assignment. Students will need to draw from their learning about document analysis as a research method.
Assessed Activity 2: Group Presentation (20% of course mark) Individual reflection on group presentation (20% of course mark)

Students are assigned to a group. Each group is asked to identify the features of a future school with reference to globalisation and sustainability. In the final week of Block 3, group presentations will draw together learning from the course to design a school for the future. The presentation should take into account the types of teaching and learning methods that might best support the diversity of learners who might be present in such a future school. Students are encouraged to use a range of media technology in presenting their designs. Following this, each student also submits an individual 500-word summary of the key issues they have taken from the presentation and a summary of the readings they have personally undertaken to inform their contribution to the presentation.

Students need to achieve a 40% pass on both assessed activities to pass the course. In the case of assessed activity 2 the requirement is for an aggregate mark of 40%: compensation between the two elements within the activity is allowed.

<table>
<thead>
<tr>
<th>Assessed Activity 1 (60%)</th>
<th>Essay – 2000 words</th>
<th>The essay will draw on a piece of educational research or policy and critically consider the document in terms of opportunities and limitations to deliver for social justice and inclusion using documentary analysis research methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed Activity 2 (40%)</td>
<td>Future Schools Group presentation</td>
<td>Education for the Future (including discussion of how inclusive education, diverse pupil populations, globalisation, etc. informs curriculum, pedagogy and assessment).</td>
</tr>
</tbody>
</table>

Formative Assessment and Opportunities for Feedback

Feedback is provided to students in a number of ways:

- Discussion during the workshops provides students with an opportunity to receive informal oral feedback from the tutor and peers on their understanding of the ideas presented in the lectures/readings.
- Prior to the group presentation task, groups are asked to notify the tutor of the proposed topic, to allow for informal feedback at an early stage.
- Feedback from the tutor and peers is provided on the group presentations to assist in the final individual written submissions.

Over four weeks, students have opportunities to visit a range of educational settings (e.g. residential schools, outreach school programmes) and community organisations working
with education (e.g. youth groups, community learning facilities, educational psychologists, voluntary organisations). Students are expected to utilise the time in the field to find out about partnership possibilities between teachers and professionals from other sectors (e.g. social work) and/or community organisations and consider various inclusive practices within the settings. During the 4 weeks, students are asked to consider within their reflective Journals, what they have learnt for themselves as developing reflective, inclusive practitioners. Following the 4 weeks, students will work in groups within their workshops to discuss with peers, their roles as teachers within multi-agency teams that could include professionals from other sectors, as well practitioners from community organisations. Students will provide feedback to one another on their learning experiences and reflections.

These serial placement days will complement placement days in schools for those students on the MA Primary and BSc PE programmes.

**Indicative reading**


**Links to the Standard for Provisional Registration (GTCS, 2012)**

Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out are integral to course content and delivery. The following elements are strongly reflected in the course curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry
3.1.4 Have high expectations of all learners

3.1.5 Work effectively in partnership in order to promote learning and wellbeing

3.4.1 Read and critically engage with professional literature, educational research and policy
Year 3

Physical Education and Curriculum Pedagogy 3 (PECP3)

Year: 3
Level: 10
Credits: 40
Hours: 80

Student pre-requisites: completion of all Level 8 courses that enable progression into Year 3 Programmes

Course Leader: Bob Brewer
Ownership: Institute of Sport, Physical Education and Health Sciences

Rationale

PECP3 requires students to review the way certificated physical education has been constructed under the aegis of Curriculum for Excellence (CfE) as a worthwhile part of secondary school curriculum in Scotland. In doing so it invites students to engage in a considered and well grounded review of the often contested accounting of what is asserted for a pupil’s school physical education. More especially it considers how the activities of physical education can be justified, prepared for and managed in the contexts of pupil achievement and attainment in certificated courses associated with National Awards produced by SQA. By drawing on students’ recent experiences of secondary placement it will allow reflection on the type of curriculum imperatives established for such courses as witnessed in schools. The opportunity to anticipate the demands of National Awards in a climate of change to whole school curriculum and its assessment, along with the literature informing these developments in physical education, will be the key concerns of PECP3.

Aims

PECP3 aims to:

- Review the history and development of certificated courses in physical education and the influences that have shaped its implementation.
- Engage in a series of practical activities designed to illustrate appropriate curriculum practice for certificated courses, with particular emphasis on links between teaching, learning and assessment.
- Establish the basis of critical review for certificated physical education and the place it has in a secondary school curriculum.

Learning Outcomes

On completion of this 40-credit course, students of PECP3 should be able to:

- Appreciate the curriculum design characteristics of National Awards along with the implications for pupils attainment and achievement through a range of physical activities
- Establish an understanding of selected physical activities relevant to current curriculum demands in National Awards and to the requirements of placement.
- Design and plan lessons and programmes appropriate for teaching certificated forms of physical education in National Awards at Higher
• Analyse and evaluate pupils motivation with respect to school-based curricula involving physical activity and consider the implications of this for curriculum and assessment design in the era of CIE
• Review their professional practice both in the context of placement demands and in the implementation of CIE (with particular regard to National Awards)
• Present considered, informed, evidence based and well resourced reflective accounts of the way physical education has evolved as a consequence of certification

Indicative Course Content
• Review and discussion of intentions, rationale and status of certificated physical education in Scotland since its inception in 1988
• An examination of the influences impacting on certificated forms of physical education in Scotland
• Overview and accounting of major curriculum documents associated with certificated physical education
• Reviewing decision making in managing and organising National Awards in Physical Education
• Examination of pedagogical practice in certificated physical education.
• Engagement in task related practical workshops in selected physical activities illustrating pedagogical practice applicable for National Awards in Physical Education
• Establishing formats for reporting on curriculum practice and in producing reflective review of pedagogy

Teaching and Learning Strategies
A number of key presentations will inform the ways in which examinable curricula has been shaped by developments in curriculum governance since 1988. University staff, themselves critically engaged in the development of teacher support materials for certificated physical education (in Standard Grade, Higher Grade and Higher Still), and more latterly in the research of its practice, will lead this work. Seminar and tutorials will further engage the students in the study of key papers and reports associated with such curriculum developments in physical education. Students will be required to study independently to follow up the key presentations and to produce informed accounts of the type of programmes that can be sustained by teachers and pupils in schools. Such a process will encourage their independent preparation for the course assessments in PECP3. Practical workshops and classes will acquaint students with the content and pedagogical demands of teaching National Awards. These will be a combination of staff led and student task led sessions.

<table>
<thead>
<tr>
<th>Student Hours</th>
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<tbody>
<tr>
<td></td>
<td>Student Contact hours</td>
</tr>
<tr>
<td>Lectures</td>
<td>12 x 50min lectures</td>
</tr>
</tbody>
</table>
Assessment Methods
Assessment for PECP3 will be by two related assignments:

I. **A mid course assignment** (February) based on evidence drawn jointly from the Year 3 placement experiences in Semester 1 and the reviews fostered in the first part of PECP3. The topic focus will be associated with (PE) department/school responses to planning for and managing aspects of the National Award at (primarily) Higher level (2-3000 words equivalent). School-based evidence is likely to be achieved through teacher and pupil respondents (by negotiation).

II. **An end of course assignment** (April) requiring a considered, analytical and critical review of the way physical education has been constructed as a certificated subject (4-5000 words equivalent)

Students will be required to pass both assessments (40% in each)
Unless directed otherwise, no compensation is anticipated.
The weighting balance is: 40 marks for I. 60 marks for II.

**Indicative resources**
T.G.K. & Humes, W.M., Chapter 64 University of Edinburgh Press
T.G.K. & Humes, W.M., Chapter 67 University of Edinburgh Press
T.G.K. & Humes, W.M., University of Edinburgh Press
Physical Education – Essential Issues edited by Green, K and Hardman, K, Chapter 9 Sage
SOED (1994) Higher Still ‘Opportunity for All’ HMSO Edinburgh
Scottish Qualifications Authority (2005) Physical Education-Higher Course Arrangements Scottish Qualifications Authority Dalkeith
Scottish Qualifications Authority (various from 2012) National Awards Arrangements documentation available on line at www.sqa.org.uk
Scottish Qualifications Authority (various from 2005) Principal Examiner/Assessor Reports re Higher Still Physical Education available on line at www.sqa.org.uk
Stenhouse L (1975) An Introduction to Curriculum Research and Development., Heinemann
Thorburn M and Gray S (2010) Physical Education: picking up the baton: Dunedin

Relationship to the Standards for Provisional Registration

Engagement with the PEC&P3 course will provide students with the opportunity to develop and consolidate a range of professional actions associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities.

<table>
<thead>
<tr>
<th>1</th>
<th>Professional Values and Personal Commitment</th>
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<tbody>
<tr>
<td>✦</td>
<td>Social justice</td>
</tr>
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</table>
Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future
Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

<table>
<thead>
<tr>
<th>Integrity</th>
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</thead>
<tbody>
<tr>
<td>Demonstrating openness, honesty, courage and wisdom.</td>
</tr>
<tr>
<td>Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.</td>
</tr>
<tr>
<td>Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trust and Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.</td>
</tr>
<tr>
<td>Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.</td>
</tr>
<tr>
<td>Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Commitment</th>
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</thead>
<tbody>
<tr>
<td>Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.</td>
</tr>
<tr>
<td>Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.</td>
</tr>
</tbody>
</table>

**Professional Knowledge and Understanding**

2.1 Curriculum

2.1.1 Have knowledge and understanding of the nature of the curriculum and its development

- develop an understanding of the principles of curriculum design and the contexts for learning;
- know about and understand the processes of change and development in the curriculum;
- develop an awareness of connections with other curricular areas, stages and sectors.

2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum
- acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;
- understand how to match the level of curricular areas to the needs of all learners;
- understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;
- know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.

2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes

- know how to plan for effective teaching and learning across different contexts and experiences;
- know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners.

2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

- know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;
- know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports.

2.2 Education Systems and Professional Responsibilities

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

- develop an understanding of the principal influences on Scottish education and develop awareness of international systems;
- develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland’s Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;
- develop an understanding of the legal and professional aspects of a teacher’s position of trust in relation to learners.

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

- develop an understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers’ professional practice;
- have a working knowledge of the teacher’s contractual, pastoral and legal responsibilities;
- have an awareness of and respect for a school’s distinctive ethos;
- have an understanding of the roles and responsibilities of all staff within the learning community.

3.4 Pedagogical Theories and Practice

2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
- have knowledge and understanding of the stages of learners’ cognitive, social and emotional development which they are able to use to take account of all learners’ needs;
- have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- know how to access and apply relevant findings from educational research;
- know how to engage appropriately in the systematic investigation of practice.

4 Professional Skills and Abilities
3.1 Teaching and Learning

3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities

- plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.

3.1.2 Communicate effectively and interact productively with learners, individually and collectively

- model appropriate levels of literacy and numeracy in their own professional practice;
- use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;
- communicate appropriately with all learners, and promote competence and confidence in literacy;
- demonstrate effective questioning strategies;
- communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners;
- reflect on the impact of their personal method of communication on learners and others in the classroom.

3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

- demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;
- demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;
- demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.

3.1.4 Have high expectations of all learners

- develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately;
- demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners’ needs.
### 3.2 Classroom Organisation and Management

#### 3.2.1 Create a safe, caring and purposeful learning environment

- plan and provide a safe, well organised learning environment,
- know about and be able to apply health and safety regulations as appropriate to their role.

#### 3.2.2 Develop positive relationships and positive behaviour strategies

- demonstrate care and commitment to working with all learners;
- demonstrate knowledge and understanding of wellbeing indicators;
- show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;

### 3.3 Pupil Assessment

#### 3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

- use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;

### 3.4 Professional Reflection and Communication

#### 3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

#### 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

- reflect and engage in self evaluation using the relevant professional standard;
- adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;
- evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- engage where possible in the processes of curriculum development, improvement planning and professional review and development;
- work collaboratively to share their professional learning and development with colleagues;
- maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.
Professional Development & Leadership: PDL (1)

Year: 3
Level: 10
Credits: 40
Hours: 80

Student pre-requisites: completion of all Level 8 courses that enable progression into Year 3 Programmes

Course Leader: Rosie Mulholland
Ownership: Institute of Sport, Physical Education and Health Sciences

Rationale

The four year BSc (Hons) Physical Education programme aims to prepare students to confidently undertake the professional responsibilities of a physical education (PE) teacher working across the 3-18 age range. ‘Placement Experience’ has been central to previously validated Initial Teacher Education (ITE) PE courses and will continue to be a key part of the student teachers’ professional practice by providing a nurturing, collaborative context in which the integration of theory and practice can be realised. However, in keeping with current thinking and the recent Teaching Scotland’s Future report, it is acknowledged that is not simply the opportunity to ‘practice’ teaching that is required for our teachers of the future to flourish. To achieve the standard for provisional registration (GTCS, 2012) it is clear that the student teacher must be able to engage meaningfully with the range of professionals who are supporting them on their life-long learning journey rather than being case in the role of a passive ‘apprentice’. In relation to personal commitment (GTCS, 2012) students should demonstrate the capacity to engage fully with all aspects of professional practice and a commitment to lifelong enquiry, learning, professional development and leadership (p.7). In addition, network of professionals (school, teacher, university, tutors) and indeed each micro community of learning must continue to seek more collaborative and effective ways of forging partnerships. Such partnerships should acknowledge the key role that ‘all’ including the student teacher, play in ensuring that our young teachers of the future, are encouraged and supported within the range of learning contexts they will encounter.

The Year 3 BSc (PE) student embarking on the Professional Development & Leadership 1 (PDL1) course outlined below will have completed two previous placements. Each student will bring to this course a Personal & Professional Learning Portfolio. Based on Placement 2 and from discussion with their placement tutor, it is anticipated that students will have identified specific learning targets to overtake prior to PDL (1) as well as those which they would hope to address within the PDL(1) course. While it is recognised that Year 3 students will be working towards the standards for registration deemed central to their PDL (1) experience, it is also acknowledged that their developmental needs will vary and a degree of personalisation will be evident in relation to individual targets agreed. Achieving the ‘Standard for Registration’ is seen as a ‘work in progress’ which begins in Year 1 of the BSc(PE) programme. Therefore, in light of the stage the student teachers is at in their developmental journey, standards (and assessment criteria) have been differentiated and modified where appropriate. The programme is however underpinned by the following core dimensions aligned with professional values (GTCS, 2012): social justice, integrity, trust and respect.

Learning Outcomes

Students successfully completing this 40 Credit Professional Development and Leadership (1) course, will be expected to demonstrate:
• A developing awareness of the professional values and personal commitment which underpin the physical educators’ practice and evidence this in their professional practice

• An ability to approach self-evaluation and reflection on practice in a collegiate manner and, utilise such deliberations to inform a Professional Development Portfolio, which will lay the foundations for their continued professional development

• A satisfactory level of teaching competence which is commensurate with their stage of development in the three core areas of Professional Values & Personal Commitment, Professional Knowledge and Understanding, Professional Skills and Abilities (GTCS, Standards for Provisional Registration, 2013)

• An ability to motivate, lead learning for and with, all learners with whom they engage during their professional practice and develop an understanding of their role in managing and supporting learning.

PDL (1) : The Course
This 20-credit course complements the Physical Education and Curriculum Pedagogy, Physical Culture and Education elements of the BSc (Physical Education Programme) which students overtake in Year 2. Prior to embarking on PDL (1) all student teachers will have had the opportunity to work closely with schools, teachers and pupils within the primary sector and lower secondary context during Years 1 & 2 of the BSc (PE) programme. The notion of working in partnership is central to this programme and the professional relationships between students, schools and the university are seen as pivotal in ensuring that student-teachers are immersed in an environment which collaboratively ensures they develop the confidence, leadership attributes and the professional skills and abilities required of teachers of the 21st Century. Underpinning this series of professional development courses is commitment to professional learning which fully advocates ‘learning to teach’ as a life-long process in which the learner actively engages with their learning journey. At the same time, it is recognised that professional learning is developmental in nature and while, it is expected that student-teachers take responsibility for their learning, a range of significant others will play a key role in mentoring, scaffolding their learning and encouraging the student teacher to embrace the challenges of the complex art of developing professionally as a ‘teacher’. In line with the ethos of Curriculum for Excellence, it is anticipated that PDL experiences will provide a foundation which enables the student teacher to become a successful, confident learner who can contribute effectively, develop into responsible citizens and with growing confidence develop their capacity not just to contribute, but to take on leadership roles within their specialist subject area and wider school community.

Indicative Course Content
This focus will be provided by a Curriculum for Excellence including Health & Well Being. Students will be involved in varied aspects of school experience including teaching classes in S1- S4 under the aegis of a qualified teacher; observation of teaching; discussion with members of the PE department; attendance at departmental meetings and any other professional activities e.g. involvement in extra-curricular activities deemed to be appropriate by the Principal Teacher and Student Regent. Expectations please note: this placement is the Year 3 students’ first experience of teaching a wider range of physical activities within the secondary school. It is expected that students will require
considerable support as they begin their journey to becoming a teacher of PE. While they should demonstrate competence in all three areas associated with the standards for provisional registration and take full responsibility for their own classes it is expected that opportunities to observe and team teach will be part of the process that enables them to best achieve their potential. It is also expected that PDL (1) will offer opportunities for a very gradual introduction to teaching within certificated courses comprising observation, team teaching and only if the student and department feel enough progress has been made, leading S3-4 certificated classes. The major themes of PDL (1) will be as follows:

1. Continued development of the planning, delivery and evaluation of lessons in Physical Education across S1-S4 classes
2. A gradual introduction to the teaching of certificate Physical Education
3. Consideration of current curricular development relating to a Curriculum for Excellence, Health & Well-Being and Certificate Physical Education
4. Consideration of whole school policies with regards to special educational needs
5. Developing knowledge and understanding of the nature and organization of the wider school

A Year 3 BSc (PE) student would be expected to teach 60 per cent of a teacher’s timetable.

Teaching and Learning Strategies

A range of teaching and learning strategies should be adopted to support the student-teacher as they develop their personal, professional and leadership skills and abilities. It is anticipated that learning will be supported by observing and reflecting on good practice, team teaching, leading micro teaching scenarios and gradually leading and taking full responsibility for classes in S1-4. To support the student-teacher in developing their specialist knowledge of their subject area, they are encouraged to elect one ‘physical activity’ in which they will not be formally assessed with a view to developing a deeper understanding of this activity and effective pedagogical practice in this area. By the end of PDL (1) each student –teacher would submit a detailed teaching resource based on their experiences of developing an in-depth knowledge of teaching and learning within this ‘activity’.

During PDL(1) student-teachers will work closely with their mentors and colleagues to achieve a satisfactory overall standard in each of the following elements associated with the standards for provisional registration, by the end of their 10 week placement (Semester 1 : September-December). PDL(1) will generally commence late in September which should enable students to attend university for a review of their formative experiences in Year 1 & 2 of the BSc (Physical Education) and attend a series of workshops specifically designed to support them as they prepare for PDL (1).

Assessment

To ensure that the students PDL experiences are coherent, progressive and developmental in nature it is anticipated that Year 3 students will complete PDL (1) experiences in the same school as their placement in Year 2 and, with the same tutor. Measures will be put in place in the event this is not possible.

During PDL (1) tutors, will in normal circumstances, visit twice during which time they will observe the student teaching and facilitate discussion with regards to the students’ progress. When the students is having difficulties, short term targets will be agreed and an additional visit arranged by the tutor. In the event that these difficulties continue a
further visit by either the course leader or, another experienced tutor will be arranged. During PDL (1) an interim formative assessment of the student's progress will be formulated with a view to enabling realistic targets to be set which support the student in working towards a ‘satisfactory’ outcome. A final summative report will be completed by the school to be discussed with tutors (and/or personal tutor) with a view to supporting their personal and professional development, on the students return to University. External examiners will visit a range of schools towards the end of PDL (1) with a view to engaging with all parties, identifying good practice and offering suggestions for improvement where appropriate.

Students will be assessed against the Standard for Provisional Registration but with consideration given to the stage that he/she is at in their ITE Programme. Detailed evidence should be provided to support assessment within each of the three areas (Professional Values & Personal Commitment, Professional Knowledge and Understanding, Professional Skills & Abilities). In order to achieve a ‘satisfactory’ for PDL (1) students must be awarded an overall satisfactory in each of the three areas must be awarded by both school and tutor. A ‘satisfactory’ is awarded if the student has made sufficient progress for this stage of development, with an appropriate level of support. An ‘unsatisfactory’ is awarded if the student has not made sufficient progress, for this stage of development, even with support

**Progression**
If students’ do not achieve a ‘satisfactory’ by the end of PDL (1) they are under normal circumstances, entitled to a re-sit opportunity. To avoid major disruption to their studies it is normal practice to have a ‘catch-up’ placement approved at undergraduate level. This would mean that Year 3 students would overtake their PDL (1) re-sit during their fourth year and the in effect would graduate six months after their peers.

A detailed overview of the criteria for assessment within the PDL (1) course is outlines below.

**CRITERIA FOR ASSESSMENT: PDL (1)**
The standards for provisional registration provide the framework for the assessment of student progress within the PDL (1) course. The development of professional values and personal commitment are seen to be at the heart of the BSc (PE) student teachers developmental journey. To achieve a ‘satisfactory’ for PDL (1) students are expected to demonstrate the following professional actions and, achieve an overall satisfactory in each of the following three core areas; Professional Values and Personal Commitment, Professional Knowledge and Understanding, Professional Skills and Abilities. Not all of Professional Action statements (◆ indicated in the table below) in the three areas are directly assessed. The school experience will provide formative experiences for students to develop their knowledge understanding and awareness of the Standard for Provisional Registration, whilst being summatively assessed against a selection of the Standards. The Standards summatively assessed are indicated below with a ◆ against the broad statement, with the Professional Action statements providing an indication of the sources of evidence and action required to enable the University tutor and partner school to be assured that the professional standard is achieved.

1 Professional Values and Personal Commitment ◆

As students reach this stage of their development it is anticipated that they will continue to build on previous placement experiences and continue to develop their awareness of issues pertaining to social
justice and

 vox Integrity ◆

As students reach this stage of their development it is anticipated that they will continue to build on previous placement experiences and continue to develop their awareness of issues pertaining to social justice and:

Continue to demonstrate openness, honesty, courage and wisdom.

Critically examine personal and professional attitudes and beliefs, challenging assumptions and professional practice.

Continue to develop their capacity to critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

 vox Trust and Respect ◆

Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.

Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

Show evidence of their commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

 vox Professional Commitment ◆

Show evidence of a commitment to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

2 Professional Knowledge and Understanding ◆

2.1 Curriculum

2.1.1 Have knowledge and understanding of the nature of the curriculum and its development ◆

◆ know about and understand the processes of change and development in the curriculum;

2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum ◆

◆ continue to acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;
◆ continue to develop an understanding of how to match the level of curricular areas to the needs of all learners;
◆ demonstrate an understanding the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;
2.1.3 **Have knowledge and understanding of planning coherent and progressive teaching programmes**

- know how to plan for effective teaching and learning across different contexts and experiences with a specific focus on S1-4 classes and curriculum;
- Continue to develop their capacity to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners and have a grasp of the processes of change and development in the curriculum;
- Demonstrate an understanding of the importance of using and designing materials for teaching and learning to stimulate, support and challenge learner.

2.1.4 **Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning**

- Continue to develop their awareness of and capacity to promote and support the cognitive, emotional, social and physical well-being of learners in their care, and show commitment to raising these learners’ expectations of themselves.
- Continue to develop their capacity to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and well-being.

- Continue to develop their understanding of how to utilise digital technologies to enhance teaching and learning.
- Continue to develop their awareness of the methods and underlying theories for effective teaching of health and well-being, literacy and numeracy.

2.1.5 **Have knowledge and understanding of the principles of assessment, recording and reporting**

- Know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning.
- Know and understand how to use the principles of assessment to review progress and inform teaching and learning (reflection–on-action; reflection-in-action).
- Continue to develop their awareness of the methods and underlying theories for effective teaching of health and well-being, literacy and numeracy.

2.2 **Education Systems and Professional Responsibilities**

2.2.1 **Have knowledge and understanding of the principal features of the education system, educational policy and practice**

- Continue to develop an understanding of current relevant legislation and guidance such as e.g., the Standards in Scotland’s Schools Act (2000), Education (Additional Support for Learning) (Scotland) Act, 2004. The Equity Act (2010) and GIRFEC.
- Continue to develop an understanding of the legal and professional aspects of a teacher’s position of trust in relation to learners.

2.2.2 **Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them**

- Develop an understanding of the sectors and schools in which they are working.
- Continue to develop working knowledge of the teacher’s contractual, pastoral and legal responsibilities
- Continue to develop an understanding of the roles and responsibilities of all staff within the learning community.
### 2.3 Pedagogical Theories and Practice

#### 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practice

- Continue to develop their understanding of learning theories and the importance of these in planning, teaching and learning.

#### 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- know how to access and apply relevant findings from educational research;

### Professional Skills and Abilities

#### Teaching and Learning

### 3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities

- Continue to develop their capacity to plan appropriated for effective teaching and in order to meet the needs of all learners within the student teachers context of practice

### 3.1.2 Communicate effectively and interact productively with learners, individually and collectively

- Continue to develop their capacity to model levels of literacy and numeracy in their own professional practice
- Use a range of communication methods to promote and develop positive relationships to motivate and sustain the interest of learners.
- Communicate appropriately with all learners and promote competence and confidence, in the physical literacy, in the first instance
- Demonstrate increasingly effective questioning strategies.
- Communicate the purpose of the learning and develop their capacity to give explanations at the appropriate level(s) for learners.
- Develop their capacity to reflect on their personal method of communication on learners

### 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

- Continue to develop their capacity select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes.
- Demonstrate they can select and use a range of resources and teaching approaches
- Continue to develop their capacity to justify and evaluate professional practice and take action to improve the impact on learners.

### 3.1.4 Have high expectations of all learners

- Continue to develop their capacity to develop tasks and set pace of work to meet the needs of learners providing support and challenge, seeking advice appropriately.
- Continue to develop their awareness of barriers to learning, recognising when to seek further advice in relation to all learners needs
3.1.5 Work effectively in partnership in order to promote learning and wellbeing

- Continue to develop their capacity to work co-operatively in the classroom (gym) and in the first instance with staff and the extended school team to promote learning and well-being

3.2 Classroom Organisation and Management

3.2.1 Create a safe, caring and purposeful learning environment

- Plan and provide for a safe, well organised learning environment
- Make appropriate use of available space to accommodate whole-class, group and individual work

- Organise and manage a variety of classroom resources to support teaching and learning
- Know about and be able to apply health and safety regulations as appropriate to their role and specifically in relation to physical education

3.2.2 Develop positive relationships and positive behaviour strategies

- Demonstrate care and commitment when working with all learners
- Continue to develop knowledge and understanding of well-being indicators
- Develop an awareness of and apply the schools positive behaviour policy, including taking steps to address any issues of bullying within their context of practice
- Continue to develop the capacity to know how and when to seek the advice of colleagues in managing behaviour
- Continue to develop the capacity to justify the approach taken in managing behaviour

3.3 Pupil Assessment

3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

- Develop the capacity to use a range of formative and summative assessment methods to support and inform teaching and learning
- Provide learners with the opportunity to engage in self-evaluation and peer-assessment to benefit learning
- Record assessment information and utilise to enhance teaching and learning.

3.4 Professional Reflection and Communication

3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

- adopt an enquiring approach to their professional practice and engage in professional
enquiry and professional dialogue;
- evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- work collaboratively to share their professional learning and development with colleagues;
- maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.

Recommended Reading

PHYSICAL EDUCATION PERSPECTIVES 3
YEAR : 3
LEVEL SCQF : 10
CREDITS : 2
HOURS : 40
SEMESTER : 2
Open to outside students : No
Student Pre-requisites : Understanding Physical Culture / Sports Science 1A and 1B
Course Organiser: Justine MacLean
Ownership : Institute of Sport, Physical Education and Health Sciences

RATIONAL

Perspectives 3 (PEP3) enlists accounts of discipline-based knowledge familiar to students from the first two years of study. These have been previously described as Scientific and Aesthetic and Physical Culture forms of enquiry. PEP3 provides students with the opportunity to focus on two of the perspectives studied in years 1 and 2. It is hoped that this approach will enable students to develop more specialised knowledge and understanding of the knowledge underpinning two disciplines as they relate to practice in education, physical education, sport and physical activity. Relevant and applied disciplinary accounts can add the evolvement of professional perspectives held by student teachers, leading them to informed judgements on how physical education can contribute to pupils’ development, and, enrich teaching, learning and assessment in line with the Standards for Provisional Registration (2012). Perspectives 3 endorses the supposition that there are a variety of valid accounts that can illuminate work in schools, and, in particular, to the ways teachers and pupils engage in physical education. The multi-variants demands made of PE teachers in a rapidly evolving climate of purpose and function for school curricula, suggests a need for study based on links between research, literature and allied knowledge to inform pedagogical practice and build teacher capacity. This premise of deploying inter-disciplinary accounts give credence to a form of study now required by teachers in their curriculum decision making, whereby they can implicitly or explicitly draw upon different combinations of in-depth knowledge to account for what they do in the school day and beyond (Teaching Scotland’s Future, 2010).

LEARNING OUTCOMES

On completion of this 20-credit course, students should be able to:

- Evaluate critically the competing discourses of curriculum and physical education from philosophical, scientific or socio-cultural perspective.
- Review the relationships that exist between the factors that influence teaching and learning within the context of Scottish Physical Education.
- Appreciate the meanings participants attach to their involvement in physical education and sport.
- Analyse pupil movement competence within physical education, physical activity and sport through a number of diagnostic approaches.
• Explore the ways in which a knowledge and understanding of perspectives in physical education can explain the links between teaching, learning and assessment by reference to relevant literature and research.

COURSE CONTENT

The 20-credit course is divided into 3 main areas, Aesthetics, Sociocultural and Scientific perspectives. The course offers students an opportunity to develop their knowledge and understanding in 2 of the 3 key areas of disciplinary enquiry.

AESTHETICS PERSPECTIVES

The aesthetic perspective critically evaluates aesthetic theory and concepts as they apply to physical education, physical activity and Sport. By applying an aesthetic perspective to PE and associated physical activities students will develop an understanding of how “aesthetics” can enhance teaching, learning and assessment and promote lifelong learning and engagement in physical activity. Analysing performance from a qualitative perspective will provide a framework to equip students to analyse, develop and interpret quality performance in a number of activities.

SOCIOCULTURAL PERSPECTIVE

The socio-cultural perspective critically evaluates historical and contemporary sociological, psychological and socio-psychological perspectives of people and society, considering the implications for sport and physical education. Contemporary research, literature, concepts and theories are analysed to explore the implications for policy, schooling and pedagogy within physical education.

SCIENCE PERSPECTIVE

Science perspectives consist of an explanation of typical pupil movement behaviours as these are influenced by growth, development and maturation allied to the demands of performance expectations (in various forms of physical education and sport). The implications for the roles teachers and coaches adopt in preparing content and pedagogy are examined. These approaches are manifest in terms of the various sub-disciplines of the science perspective, namely biomechanics, exercise physiology, skill acquisition and psychology.

Biomechanics

Biomechanical principles that apply to the analysis and teaching of practical activities and reducing risk of injury are elaborated. This includes the implications of the principles for developing effective technique to perform sports skills. The course includes application of the principles to position the body and lever system to maximise force, accuracy, speed, and stability. In addition to being more effective in teaching skills, participants in this course will develop the understanding necessary to identify and correct technique faults.

Exercise Physiology

The emphasis will be the role of exercise physiology in relation to physical activity for
public health and lifelong learning. The following major areas related to paediatric exercise physiology for physical education will be reviewed; The obesity crisis, Physical activity levels and opportunities, Physical activity guidelines, Energy expenditure, Aerobic responses to exercise and Growth and maturation related to aerobic fitness.

Skill Acquisition

Theoretical Review 1
Key terms and ideas: in particular – learning, acquisition, retention and transfer; nature of skill environments; performers overcoming movement problems; degrees of freedom; theoretical paradigms for motor control – the learner in action (practical*).

Theoretical Review 2
Key terms and ideas: in particular – the relevance of environmental and cognitive theoretical perspectives in explaining motor behaviour (bottom up / top down, dynamical systems theory) – relevance to organising learning (practical*).

Practice scheduling
Key terms and ideas: in particular – massed distributed time scales; blocked, randomised, variable and constant conditions; contextual interference; learners as ‘searchers’ (practical*).

Feedback
Key terms and ideas: in particular – ‘feedback family’; augmented and intrinsic feedback and their consequences for learning; performance bandwidth; timing characteristics of augmented feedback; novice learners (practical*).

Demonstration
Key terms and ideas: in particular – modelling; observation; beginner / expert demonstrators (practical*).

Manipulating constraints to influence learning
Key terms and ideas: in particular – organismic, task and environmental; perceptual-motor workspace; perception action coupling – (*student study groups will receive a practical task in which they will develop a small episode of teaching a skill within a particular theoretical framework of motor control and learning).

Psychology
A range of psychological techniques to aid and enhance performance are examined together with the way in which they would be structured and delivered by student teachers. These fundamental psychological skills will be of potential interest to students in relation to their own sport performance, to their work in teaching others to perform, and more generally to performances beyond sport and the physical domain where mental factors are equally important in determining success.

TEACHING AND LEARNING STRATEGIES
Key reference papers would be drawn up in each of the contributing areas. Students would form the expected pre-reading for key lecture presentations within the Physical
Education Perspectives course. Lecture presentations would focus on the analytical, discursive and adversarial, on the assumption that relevant descriptive content had been overtaken via both prior reading and in some of the earlier courses in years 1 and 2. Associated seminar work, workshops, group/individual tasks, research tasks, data collection and analysis, video based learning, case study analyses, laboratory sessions, practical sessions and poster presentations will be included as part of the teaching and learning strategy in the perspective course.

ASSESSMENT METHODS

Formative Assessment and Opportunities for Feedback

Students will be required to produce work as part of formative assessment procedures. These would allow a) student subject focus, b) checks on student progress with basic ideas / theory and c) students to become more confident in explaining and developing these for teaching purposes.

- Discussion during workshops will provide students with an opportunity to receive informal oral feedback from the tutor and peers on their understanding of the ideas presented in the lectures/readings.
- Written peer feedback will be encouraged on writing task set to support the analysis of core readings.
- Oral feedback on practical movement tasks and presentations undertaken during workshops.

Summative Assessment

The formal arrangements for assessment allow for 2 x 2 hour papers one for each of the selected Perspectives. These exams will be scheduled in the Summer diet. In any event, marks from each paper will be aggregated to provide the overall mark for the exam / section. The mark for the Course will be obtained by averaging marks for the 2 Perspectives studied and examined providing no more than one perspective mark is less than 30%

INDICATIVE READING LIST

Aesthetics


Socio-Cultural

teachers’ perceptions of young people’s participation in leisure-sport and physical activity, Sport, Education and Society, 14, 419-38.

Biomechanics

Exercise Physiology

Skill Acquisition

Psychology
Relationship to the Standards for Provisional Registration

Engagement with the PEP3 course will provide students in their junior honours year with the opportunity to develop and consolidate a range of professional actions associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities.

<table>
<thead>
<tr>
<th>1</th>
<th>Professional Values and Personal Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social justice</strong></td>
<td>Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.</td>
</tr>
<tr>
<td><strong>Trust and Respect</strong></td>
<td>Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.</td>
</tr>
<tr>
<td><strong>Professional Commitment</strong></td>
<td>Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Professional Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Have knowledge and understanding of the nature of the curriculum and its development</td>
<td>know about and understand the processes of change and development in the curriculum;</td>
</tr>
<tr>
<td>2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning</td>
<td>know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;</td>
</tr>
<tr>
<td>2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry</td>
<td>Know how to engage appropriately in the systematic investigation of practice.</td>
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<table>
<thead>
<tr>
<th>3</th>
<th>Professional Skills and Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Professional Reflection and Communication</td>
<td></td>
</tr>
<tr>
<td>3.4.1 Read and critically engage with professional literature, educational research and policy</td>
<td>read and analyse a range of appropriate educational and research literature; use what they have learned from reading and research to challenge and inform practice.</td>
</tr>
<tr>
<td>3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise</td>
<td></td>
</tr>
</tbody>
</table>
✓ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;

SCHEDULE OF TIMETABLES CLASS MEETINGS

All teaching takes place in year 3, semester 2. The specific details of all classes together with detailed content and reading lists will be advised by the tutors of the individual elements.
Educational Studies 3: Equality and Social Justice in the Formation of School and Classroom Cultures

Level: 10

Credits: 20

Semester: 2 (with 3 half-day additional sessions at start of Semester 1)

Open to outside students? No

Entry Requirements: Successful completion of Educational Studies 1 and 2.

Rationale
At the start of this 20-credit course students are introduced to the notion of how social justice and inequalities inform the culture of a school and the construction of pupil cultures. They are provided with tools and knowledge to conduct a small piece of qualitative research whilst on placement using data sources such as local census materials as a starting point. They are also introduced to elements of ethnographic-type approaches and the design of case studies to enable them to then observe how their placement schools address these issues at the personal, cultural and institutional levels. In order to support them to undertake ethnographic-type work, students will be supported in using methods and techniques needed to conduct observations and interviews sensitively, to analyse findings in context and to present data in ways that seek to foreground the meanings intended by research participants whilst acknowledging the role of the researcher in producing and shaping these meanings. This will in turn support them as they move towards their independent research project in Educational Studies 4.

During their first semester school placements, students are expected to negotiate a focus for their qualitative study with their placement school. The focus will be an aspect of pupil cultures, informed by study of macro-level datasets.

The taught part of the course draws upon students’ research while on placement to develop an understanding of how social inequalities relate to education and specifically how cultures shape and are shaped by inequalities. Students are asked to consider how schooling can promote egalitarian practices and positive relationships. The students will also be asked to reflect upon their own contribution to shaping the culture of the school. The school is considered as a learning community and the various roles and responsibilities of staff, pupils, parents, local authorities and policy-makers are discussed with a specific focus on teacher agency.

Course Content
The course is divided into 4 blocks:
Semester 1

**Block 1: Exploring School cultures through Ethnographic and Case Study Research**

This block of teaching comes near the start of the year prior to or near the start of the students going out on placement and takes place over three half-day sessions in a mixture of lectures and workshops. It explores the ways in which issues of social inequalities can impact on schools and on how pupil cultures are created in relation to issues of social justice. Building on previous introductions to the philosophy of research, teaching in this block addresses how to gather and analyse data sources, and how to carry out a small ethnographic-type study or case study. It focuses on:

- Negotiation of a research focus with the placement school
- Approaches to gathering and analysing data sources
- Using research whilst on placement to investigate pupil cultures
- Elements of an ethnographic-type study (observation, interviews)
- Case study design frames
- Framing appropriate research questions
- The ethics of social science research (including completion of an ethical guidance pro-forma)

Semester 2

**Block 2: Theories of Social Justice**

This block examines theories of social justice and equality and enables students to relate such theories to practice in various sectors within education and consider the implications for their roles as teachers. It enables students to analyse their research and apply theory to practice.

The block includes a critical examination of theories of:

- 'Race' and ethnicities
- Gender
- Sexualities
- Social class and social reproduction
- Disability
- Understanding schools as learning communities and what this means
- Understanding pupil cultures and what this means

**Block 3: The professional teacher and change agency**

This block examines the role of the teacher as an activist professional for educational and social improvement. There is an exploration of the dispositions, skills and knowledge teachers will require to have to deliver effectively for a diverse pupil cohort. Key concepts of social justice (e.g. diversity, inclusion, equality, prejudice, discrimination, hegemony, forms of justice) are used to develop an understanding of the role of the teacher as an agent of change at personal, cultural and institutional levels.
Block 4: School Cultures
During Block 1, students will have been introduced to ways of understanding and analysing pupil cultures.

During placement, students will have been required to gather data on inequalities in relation to the school within its wider local, national and international context. They will also have been asked to then use these macro-datasets to observe and reflect upon how social justice factors may inform pupil cultures within the school. During this taught part of the course, the students are asked to compare and discuss their observations in workshops with students based in different types of schools. Students are introduced to frameworks such as Productive Pedagogies (Hayes et al, 2006) which aim to challenge inequalities, and are asked to relate these to their own teaching and experience in Scottish schools. Students work in small groups to explore the ways in which cultures are created and are important in schools and look at the impact on the different aspects of school life such as behaviour, assessment and feedback, ethos, multi-agency working, partnerships with parents, the ways in which the school engages and consults with pupils, power relations and the role of staff. They will finally be asked to consider their own contribution to shaping the culture of the school.

Learning Outcomes
By the end of the course, and at a level appropriate to a 3rd year undergraduate, students will be able to:

- Demonstrate an awareness of how the culture and ethos of a school relate to power, politics and social justice
- Devise and conduct a small ethnographic-type study or a case study in one school and develop an understanding of the contribution these methodological approaches can make to their own professional practice
- Develop a critical understanding of some of the key concepts related to social justice in the context of school education
- Demonstrate an understanding of how theories of equality, social justice and anti-discrimination can impact on practice
- Develop an understanding of the role of the educational professional with regard to issues of social justice

Teaching and Learning Strategies

<table>
<thead>
<tr>
<th>Block</th>
<th>Time allocation</th>
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<tbody>
<tr>
<td>Block 1</td>
<td>3 half-day blocks of teaching including a mixture of lectures and workshops. (8 hours)</td>
</tr>
<tr>
<td>Block 2</td>
<td>6 x 1 hour lectures</td>
</tr>
<tr>
<td>Block 3</td>
<td>2 x 1 hour lectures</td>
</tr>
<tr>
<td>Block 4</td>
<td>2 x 1 hour lectures</td>
</tr>
<tr>
<td>Assessment Task 1</td>
<td>1 x 2 hours</td>
</tr>
<tr>
<td>Self-study and research</td>
<td>160 hours</td>
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</tbody>
</table>
Blocks 2, 3 & 4 may be structured as half-day or whole day sessions as necessary to facilitate the timetabling of classes. This will be an operational decision for the course team delivering the course which will seek to accommodate student groups.

**Assessment**
The course will be assessed by two pieces of individual written work.

**Assessed Activity 1: 500-word individual written summary (20% of course mark)**
In the final week of Block 2, students give an individual 10-minute presentation of their data gathered on placement and the research process to a small group of peers. Each student is offered peer feedback from the students to whom they presented. This is then used to write up their individual presentation in a summary of 500 words.

**Assessed Activity 2: 4000-word individual written assignment (80% of course mark)**
Students are asked to use their data gathered on placement to examine pupil cultures and how they reflect social justice issues. Following the taught element from the course, students will write up their data in the form of either an ethnographic-type study or a case study. Their final assignment should include a short literature review, a theoretical analysis and an analysis of the macro-level quantitative data together with the micro-level data gathered in school, considering the ways in which any social justice agenda may emerge from these sources and how these may influence or be influenced by school ethos.

Students need to achieve an overall mark of 40% to pass the course. Where a student achieves a mark of 30-39% for the first assessed task, this can be compensated by an overall mark of at least 40%. Students need to achieve 40% on the second assessed task to pass the course, with no compensation allowed. Where a student achieves below 30% for the first assessed task, and/or below 40% for the second assessed task, they are required to re-sit that part of the assessment. Where a student achieves a mark of 30-39% for the first assessed task and an overall mark of less than 40% they are required to re-sit the first assessed task (as well as re-sitting the second assessed task if they have achieved less than 40%).

**Formative Assessment and Opportunities for Feedback**
Formative feed forward will be offered through VLE discussions and peer support during placement. During the taught element of the course feedback will be offered by tutor-led discussions and the first assessment task provides opportunities for formative feedback from peers and some written feedback comments from tutors, which can then be used to inform the writing of the second assessment task. Written feedback comments will also be offered from tutors on the second assessed activity.

**Indicative Reading List**

Links to the Standard for Provisional Registration (GTCS, 2012)
Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out are integral to course content and delivery. The following elements are strongly reflected in the course curriculum, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

3.4.1 Read and critically engage with professional literature, educational research and policy

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise
Year 4

Physical Education and Curriculum and Pedagogy 4 (PECP4)

Year: 4  
Level: 10  
Credits: 20  
Hours: 40

Student pre-requisites: Completion of all Level 10 courses that enable progression into Year 4 Programmes
Course Organiser: Malcolm Thorburn  
Ownership: Institute of Sport, Physical Education and Health Sciences

Rationale
PECP4 is designed to support prospective physical education teachers’ in adopting a critical perspective on education and subject specific aims. This largely contemporary-based review will focus on analysing critiques from a range of international, national and local perspectives. There is a pressing need for such review as many leading theorists advocate an assorted mix of ways in which health, sport and social justice priorities might best be realized. Accordingly, student teachers need to carefully interpret such arguments when developing their own critical perspective on education and physical education, and in determining how principled educational decisions can best be realised in future years. This is a challenging remit, especially as student teachers also need to review the overarching educational imperatives which inform national education priorities in Scotland.

Thus, the overall intention of PECP4 is to help student teachers review new theorising ideas in physical education as inquisitive and enquiring practitioners, and thereafter to review pedagogically some of the implications there might be for the construction of school-based programmes. As such, PE4a is designed to help student teachers formulate a logical and coherent view on the ways in which physical education might best be reviewed in future years and of how subject teaching might change or be refined as a consequence. Fulfilling these ambitions would meet with current Scottish Government expectations (Teaching Scotland’s Future, 2010) that in future years, the nature, pace and extent of change in education will be based on teachers being more the creators rather than the disseminators of innovation.

Aims:
1. Examine key ideas and relevant academic papers which attempt to define physical education futures or present a perspective on it
2. Critically review statements about physical education in the context of the ‘contested curriculum’
3. Develop a critical perspective about physical education with ideas informed by active participation in seminars and practical workshops
4. Develop an independent view on what versions of physical education are possible in school curriculum and of how these can be justified
5. Examine the connections possible between physical education and wider agendas in physical activity and sport, and between the formal and extended curriculum in the current Scottish school system

6. Encourage students to adopt a critical perspective in their preparation of their various learning, teaching and assessment tasks

**Learning Outcomes:**
On completion of this 20-credit course, students of PECP4 should be able to:

1. Critically review academic papers which attempt to define physical education futures or present a perspective on it
2. Analyse the fine detail of statements about physical education in the context of the ‘contested curriculum’
3. Prepare a critical perspective about physical education with ideas informed by active participation in seminars and practical workshops
4. Cultivate an independent-informed view on what versions of physical education are possible in school curriculum and of how these can be justified
5. Critically examine the connections possible between physical education and wider agendas in physical activity and sport, and between the formal and extended curriculum in the current Scottish school system

**Indicative course content**
The 20-credit course will review critically numerous curriculum initiatives and associated pedagogy approaches aimed at improving the meaningfulness of physical education programmes. The multiple influences which often shape such intentions e.g. inclusion, citizenship, more effective games teaching, greater transfer from school to lifelong active learning and achieving higher sporting standards, will be analysed through lectures, seminar and practical workshops. These various types of sessions are designed to highlight appropriate curriculum issues and to review how these issues might impact on learning, teaching and assessment. In addition, students will be expected to review wider societal expectations of schools physical education programmes, and, in particular the links between participation in physical education programmes and participation beyond the extended school day.

**Teaching and Learning strategies**
The main teaching and learning strategy in PECP4 is to actively involve students in discussing and reviewing different aims and conceptions of physical education. For this reason the programme includes a high number of lecture informed seminars, set reading seminars and sessions where students are expected to arrange and work together on associated tasks during private study time ahead of reporting and discussing ideas at seminar sessions. In addition, there are a number of lectures and posted lecture presentations which will introduce and frame key ideas about how various forms of physical education might be justified in school curriculum in future years. Practical sessions will familiarise students with the subject knowledge and pedagogical demands of teaching various initiatives. As such, students should have the opportunity to develop their own critical perspective on viable ideas and of learning and teaching approaches which might inform physical education curriculum in future years. Students are advised to retain the references associated with PECP4 and to continue to build a portfolio of readings that can assist with their professional development in future years.
Relationship to the Standards for Provisional Registration

Engagement with the PEC&P4 course will provide students with the opportunity to develop and consolidate a range of professional actions associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities.

1 Professional Values and Personal Commitment

- Social justice

Demonstrating a commitment to engaging learners in real world issues to enhance learning

Assessment

PECP4 is assessed by completion of a 3000 word assignment answer in response to a set question.

Students will be assessed on their ability to show:
- Clear and accurate evidence of carefully reviewing relevant sources of information such as academic journal articles, books and websites from the recommended list and from further readings
- Reviewing academic and policy readings which have informed the development of a critical perspective on the challenges ahead for physical education.
- The planning of a coherent and logical answer that reflects the exact wording of the assignment remit
- A personal response to the assignment remit which is based on careful acknowledgement of other authors work, accurate punctuation and referencing, concision and clarity of thought and expression

<table>
<thead>
<tr>
<th>Student Hours</th>
<th>Student Contact hours</th>
<th>Student Non-contact hours</th>
<th>Total Student hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>8 x 50min lectures</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>16 x 50</td>
<td>14</td>
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</tr>
<tr>
<td>Practical Experiential Workshops</td>
<td>12 x 50mins</td>
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<td></td>
</tr>
<tr>
<td>Individual tutorial</td>
<td>1 x 20min</td>
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</tr>
<tr>
<td>Independent study</td>
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<td>168</td>
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<tr>
<td>Total</td>
<td>32</td>
<td>200</td>
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</tbody>
</table>
experiences and outcomes, and to encourage learning our way to a better future

- **Integrity**

Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

- **Trust and Respect**

Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

- **Professional Commitment**

Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

### Professional Knowledge and Understanding

#### 2.1 Curriculum

- **2.1.1 Have knowledge and understanding of the nature of the curriculum and its development**

  - develop an understanding of the principles of curriculum design and the contexts for learning;

- **2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum**

  - acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;

- **2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes**

  - know how to plan for effective teaching and learning across different contexts and experiences;

- **2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting**

  - know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;

#### 2.2 Education Systems and Professional Responsibilities

- **2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice**

  - develop an understanding of the principal influences on Scottish education and develop awareness of international systems;

- **2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them**

  - have an understanding of the roles and responsibilities of all staff within the learning community.
### 2.3 Pedagogical Theories and Practice

#### 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

- have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;

#### 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- know how to engage appropriately in the systematic investigation of practice.

### 3 Professional Skills and Abilities

#### 3.1 Teaching and Learning

##### 3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities

- plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.

##### 3.1.2 Communicate effectively and interact productively with learners, individually and collectively

- demonstrate effective questioning strategies;

##### 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

- demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.

##### 3.1.4 Have high expectations of all learners

- demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs.

### 3.2 Classroom Organisation and Management

#### 3.2.1 Create a safe, caring and purposeful learning environment

- plan and provide a safe, well organised learning environment, including effective use of display
3.2.2 Develop positive relationships and positive behaviour strategies

- Apply the school’s positive behaviour policy, including strategies for understanding and preventing bullying

3.3 Pupil Assessment

3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

- use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;

3.4 Professional Reflection and Communication

3.4.1 Read and critically engage with professional literature, educational research and policy

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

- evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;

References


Learning and Teaching Scotland (2009) Health and wellbeing Outcomes. Available online at:

http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/index.asp
Learning and Teaching Scotland (2009) Health and wellbeing across learning: principles and practice. Available online at:


## Professional Development & Leadership: PDL (2)

<table>
<thead>
<tr>
<th>Year</th>
<th>4</th>
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<tbody>
<tr>
<td>Level</td>
<td>10</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Hours</td>
<td>80</td>
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</tbody>
</table>

**Student pre-requisites:** Completion of all Level 10 courses that enable progression into Year 4 Programmes

**Course Organiser:** Rosie Mulholland

**Ownership:** Institute of Sport, Physical Education and Health Sciences

The four year BSc (Hons) Physical Education programme aims to prepare students to confidently undertake the professional responsibilities of a physical education (PE) teacher working across the 3-18 age range. ‘Placement Experience’ has been central to previously validated Initial Teacher Education (ITE) PE courses and will continue to be a key part of the student teachers’ professional practice by providing a nurturing, collaborative context in which the integration of theory and practice can be realised. However, in keeping with current thinking and the recent Teaching Scotland’s Future report, it is acknowledged that is not simply the opportunity to ‘practice’ teaching that is required for our teachers of the future to flourish. To achieve the standard for provisional registration (GTCS, 2012) it is clear that the student teacher must be able to engage meaningfully with the range of professionals who are supporting them on their life-long learning journey rather than being case in the role of a passive ‘apprentice’. In relation to personal commitment (GTCS, 2012) students should demonstrate the capacity to engage fully with all aspects of professional practice and a commitment to lifelong enquiry, learning, professional development and leadership (p.7). In addition, network of professionals (school, teacher, university, tutors) and indeed each micro community of learning must continue to seek more collaborative and effective ways of forging partnerships. Such partnerships should acknowledge the key role that ‘all’ including the student teacher, play in ensuring that our young teachers of the future, are encouraged and supported within the range of learning contexts they will encounter.

The Year 4 BSc (PE) student embarking on the Professional Development & Leadership 2 (PDL2) course outlined below will have completed three previous placements. Each student will bring to this course a Personal & Professional Learning Portfolio. Based on Placement 3 and from discussion with their placement tutor, it is anticipated that students will have identified specific learning targets to overtake prior to PDL (2) as well as those which they would hope to address within the PDL(2) course. Students, in the final year of the BSc will be expected to attain the Standard for Provisional Registration at the end of this 11 week placement. Nonetheless, it is recognised that students will be at different points in their developmental journey needs and targets set will be individual to them. Assessment criteria have been based on the assumption that Year 4 students are in the final stages of working towards achieving the SPR. The PDL (2) course is underpinned by the following core dimensions aligned with professional values (GTCS, 2012): social justice, integrity, trust and respect

### Learning Outcomes

Students successfully completing this 40 Credit Professional Development and Leadership (2) course will be expected to demonstrate:

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• An excellent awareness of the professional values and personal commitment which underpin the physical educators’ practice and evidence this consistently in their professional practice

• An ability to engage in critical enquiry, approach self-evaluation and reflection on practice in a collegiate manner, and utilise such deliberations to inform a Professional Development Portfolio, which will lay the foundations for their continued professional development

• A satisfactory level of teaching competence which is commensurate with their stage of development in the three core areas of Professional Values & Personal Commitment, Professional Knowledge and Understanding, Professional Skills and Abilities (GTCS, Standards for Provisional Registration, 2013)

• An ability to motivate, lead learning for and with, all learners with whom they engage during their professional practice and take on a leadership role in managing and supporting learning where appropriate within their professional context.

PDL (2) : The Course
This 20-credit course complements the, Physical Education Curriculum (PE4A), Physical Education Perspectives (PE4B), Physical Education Research (PE4C), Professional Development and Leadership (PDL-1) course and Education 3 elements of the BSc (Physical Education Programme) which students overtake in Year 3. Prior to embarking on PDL (2) all student teachers will have completed a 10 week placement (PDL1) in which they had the opportunity to work closely with schools, teachers and pupils within the secondary context. The notion of working in partnership is central to this programme and the professional relationships between students, schools and the university are seen as pivotal in ensuring that student-teachers are immersed in an environment which collaboratively ensures they develop the confidence, leadership attributes and the professional skills and abilities required of teachers of the 21st Century. Underpinning this series of professional development courses is a commitment to professional learning which fully advocates ‘learning to teach’ as a life-long process in which the learner actively engages with their learning journey. At the same time, it is recognised that professional learning is developmental in nature and while, it is expected that student-teachers take responsibility for their learning, a range of significant others will play a key role in mentoring, scaffolding their learning and encouraging the student teacher to embrace the challenges of the complex art of developing professionally as a ‘teacher’. In line with the ethos of Curriculum for Excellence, it is anticipated that PDL experiences will provide a foundation which enables the student teacher to become a successful, confident learner who can contribute effectively, develop into responsible citizens and with growing confidence develop their capacity, not just to contribute, but to take on leadership roles within their specialist subject area and wider school community.

Indicative Course Content
This focus will be provided by a Curriculum for Excellence including Health & Well Being. Students will be involved in varied aspects of school experience including teaching classes in S1- S6 under the aegis of a qualified teacher; observation of teaching; discussion with members of the PE department; attendance at departmental meetings and any other professional activities e.g. involvement in extra-curricular activities deemed to be appropriate by the Principal Teacher and Student Regent. Expectations please note: this placement is the Year 4 students’ first experience of engaging with upper school certificate course secondary school. It is expected that students will require considerable support as they begin their journey to becoming a teacher of PE. While they should demonstrate competence in all three areas of professional practice and take full responsibility for their own classes it is expected that opportunities to observe and team teach will be part of the process that enables them to best achieve their potential. While they should demonstrate competence in all three areas of professional practice and take full responsibility for their own classes it is expected that opportunities to observe and team teach across a range of activities will be part of the process that enables them to best achieve their potential. It is also expected that Placement 4 will offer opportunities for a very gradual introduction to teaching within upper school certificated courses comprising observation, team teaching and only if the student and department feel enough progress has been made, leading S5-6 certificated classes. T

The following details are designed to outline the demands of PDL (2). Specifically, these include teaching PE to S1-S6 classes, including a gradual introduction to certificate Physical Education with the aim of students having responsibility for teaching ‘certificate’ PE as the 11-week placement progresses. Also, opportunity should be given to become familiar with current initiatives, which involve the PE department.

Accordingly, the major themes of the placement will be as follows:

(i) Continued development of the planning, delivery and evaluation of lessons in Physical Education in core PE in S1 – S6 and specific certificated programmes;

(ii) gradual introduction to teaching of certificate Physical Education;

(iii) Consideration of the current curricular development in relation to a Curriculum for Excellence, Health and Well-Being, Core and Certificate Physical Education;

(iv) Consideration of whole school policies; and describing and analysing the organisation and functioning of the school as part of a wider learning community.

A Year 4 BSc (PE) student teacher will be expected to teach 70 per cent of a teacher’s normal timetable.

**Teaching and Learning Strategies**

A range of teaching and learning strategies should be adopted to support the student-teacher as they develop their personal, professional and leadership skills and abilities. It is anticipated that learning will be supported by observing and reflecting on good practice,
team teaching, leading micro teaching scenarios and gradually leading and taking full responsibility for classes within the lower school (S1-2). To encourage the student-teacher to develop their specialist knowledge of their subject area they are encouraged to elect one ‘physical activity’ in which they will not be formally assessed with a view to developing a deeper understanding of this activity and effective pedagogical practice in this area. By the end of PDL(2) each student –teacher would submit a detailed teaching resource based on this engagement.

During PDL(2) student-teachers will work closely with their mentors and colleagues to achieve a satisfactory overall standard in each of the following elements of professional practice by the end of their eleven-week professional practice (Semester 2 : January – March). PDL (2) will generally commence early in January therefore a series of workshops will be scheduled for the preceding December to ensure students are provided with the necessary support and information to enter their final professional development experience.

Assessment
To ensure that the students PDL experiences are equitable it is anticipated that Year 4 students will complete PDL (2) experiences in a different school from their placement in Year 3 and, with a different tutor. Measures will be put in place in the event this is not possible.

During PDL (2) tutors, will in normal circumstances, visit twice during which time they will observe the student teaching and facilitate discussion with regards to the students’ progress. When the students is having difficulties, short term targets will be agreed and an additional visit arranged by the tutor. In the event that these difficulties continue a further visit by either the course leader or, another experienced tutor will be arranged. During PDL (2) an interim formative assessment of the student’s progress will be formulated with a view to enabling realistic targets to be set which support the student in working towards a ‘satisfactory’ outcome. A final summative report will be completed by the school to be discussed with tutors (and/or personal tutor) with a view to supporting their personal and professional development, on the students return to University. External examiners will visit a range of schools towards the end of PDL (2) with a view to engaging with all parties, identifying good practice and offering suggestions for improvement where appropriate.

Students will be assessed against the Standard for Provisional Registration but with consideration given to the stage that he/she is at in their ITE Programme. Detailed evidence should be provided to support assessment within each of the three areas (Professional Values & Personal Commitment, Professional Knowledge and Understanding, Professional Skills & Abilities).

To successfully overtake the demands of PDL (2) an overall ‘satisfactory’ grade in all three areas must be awarded by both school and tutor. A ‘satisfactory’ is awarded if the student has made sufficient progress for this stage of development, with an appropriate level of support. An ‘unsatisfactory’ is awarded if the student has not made sufficient progress, for this stage of development, even with support.

Progression
If students’ do not achieve a ‘satisfactory’ by the end of PDL (2) they are under normal circumstances, entitled to a re-sit opportunity. While, it would be desirable to facilitate this re-sit in time for the student to commence the induction year with their cohort, this is not feasible at a number of levels. In the summer time, schools are not able to offer the range of activities or classes deemed suitable for a final placement
designed to enable students to achieve the standard for provisional registration. Consequently, re-sits would be scheduled for August to November of the year in which the ‘unsatisfactory’ was recorded. Measures, have been put in place to ensure that a student gaining a ‘satisfactory ‘ re-sit is available to teach from the subsequent January and ready to commence their induction in the August of that year.

A detailed overview of the criteria for assessment within the PDL (2) course is outlined below:
The standards for provisional registration provide the framework for the assessment of student progress and final attainment within the PDL (2) course. The development of professional values and personal commitment are seen to be at the heart of the BSc (PE) student teachers developmental journey. To achieve a ‘satisfactory’ for PDL (2) students are expected to demonstrate the following professional actions and, achieve an overall satisfactory in each of the following three core areas of Professional Values and Personal Commitment; Professional Knowledge and Understanding; Professional Skills and Abilities. Not all of Professional Action statements (● indicated in the table below) in the three areas are directly assessed. The school experience will provide formative experiences for students to develop their knowledge understanding and awareness of the Standard for Provisional Registration, whilst being summatively assessed against all of the statements of the Standards towards the end of the school experience. The Standards summatively assessed are indicated below with a ◆ against the broad statement, with the Professional Actions providing an indication of the sources of evidence and action required to enable the University tutor and partner school to be assured that the professional standard is achieved.

1 Professional Values and Personal Commitment ◆

- Integrity ◆

As students reach this stage of their development it is anticipated that they will continue to build on previous placement experiences and continue to develop their awareness of issues pertaining to social justice and:

- Demonstrate openness and honesty
- Critically examine personal and professional attitudes and beliefs and challenge assumptions and professional practice
## Trust and Respect

- Act and behave in such a way that develops a culture of trust and respect through, for example, being trusting and respectful of others within the school
- Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning

## Professional Commitment

- Engage with all aspects of professional practice and work collegiately within their context of practice with enthusiasm, adaptability and constructive criticality
- Show evidence of a continued commitment to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice
  - Professional knowledge and understanding

## 2 Professional Knowledge and Understanding

### 2.1 Curriculum

#### 2.1.1 Have knowledge and understanding of the nature of the curriculum and its development

- Know about and understand the processes of change and development in the curriculum
- Develop an awareness of connections with other curricula areas

#### 2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum

- Acquire knowledge and understanding of theory and practical skills in curricula areas, referring to local and national guidance
- Understanding how to match the level of curricular areas to the needs of learners
- Know about and have a grasp of the processes of change and development in the curriculum
- Understanding the importance of using and designing materials for teaching and learning to stimulate, support and challenge learner
- Know how to develop realistic and coherent interdisciplinary contexts for learning

#### 2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes

- Know how to plan for effective teaching and learning across different contexts and experiences with a specific focus on S1–4 classes and curriculum
- Know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learner about and have a grasp of the processes of change and development in the curriculum

#### 2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

- Know how to promote and support the cognitive, emotional, social and physical well-being of
learners in their care, and show commitment to raising these learners’ expectations of themselves.

- Know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and well-being
- Know and understand how to utilise digital technologies to enhance teaching and learning
- Know and understand the methods and underlying theories for effective teaching of health and well-being, literacy and numeracy

### 2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

- Know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning
- Know and understand how to use the principles of assessment to review progress and inform teaching and learning (reflection–on-action; reflection-in-action), identify next steps and produce clear, informed and sensitive reports

### 2.2 Education Systems and Professional Responsibilities

#### 2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

- Develop an understanding of current relevant legislation and guidance such as e.g., the Standards in Scotland’s Schools Act (2000), Education (Additional Support for Learning) (Scotland) Act, 2004. The Equity Act (2010) and GIRFEC
- Develop an understanding of the legal and professional aspects of a teacher’s position of trust in relation to learners

#### 2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

- Develop an understanding of the sectors and schools in which they are working.
- Have a working knowledge of the teacher’s contractual, pastoral and legal responsibilities
- Have an understanding of the roles and responsibilities of all staff within the learning community

### 2.3 Pedagogical Theories and Practice

#### 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices

- Have knowledge and understanding of understanding of learning theories and the importance of these in planning, teaching and learning.

#### 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

- Know how to access and apply relevant findings from educational research;

### Professional Skills and Abilities

#### 3.1 Teaching and Learning

##### 3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities
- Plan appropriately for effective teaching and in order to meet the needs of all learners within the student teachers context of practice

### 3.1.2 Communicate effectively and interact productively with learners, individually and collectively ◆

- Model appropriate levels of literacy and numeracy in their own professional practice
- Use a range of communication methods to promote and develop positive relationships to motivate and sustain the interest of learners.
- Communicate appropriately with all learners and promote competence and confidence, in the physical literacy, in the first instance
- Demonstrate effective questioning strategies.
- Communicate the purpose of the learning and give explanations at the appropriate level(s) for learners.
- Reflect on their personal method of communication on learners

### 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners ◆

- Select creative and imaginative strategies for teaching and learning appropriate to all learners as individuals, groups or classes.
- Demonstrate they can select and use a range of resources and teaching approaches including digital technologies
- Demonstrate the ability to justify and evaluate professional practice and take action to improve the impact on learners.

### 3.1.4 Have high expectations of all learners ◆

- Develop tasks and set pace of work to meet the needs of learners providing support and challenge, seeking advice appropriately.
- Demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners needs

### 3.1.5 Work effectively in partnership in order to promote learning and wellbeing ◆

- Demonstrate an ability to work co-operatively in the classroom (gym) and the wider learning community steam to promote learning and well-being

### 3.2 Classroom Organisation and Management

#### 3.2.1 Create a safe, caring and purposeful learning environment ◆

- Plan and provide for a safe, well organised learning environment
- Make appropriate use of available space to accommodate whole-class, group and individual work and promote independent learning
- Organise and manage a classroom resources and digital technologies to support teaching and learning
- Know about and be able to apply health and safety regulations as appropriate to their role and specifically in relation to physical education
3.2.2 Develop positive relationships and positive behaviour strategies ◆

- Demonstrate care and commitment when working with all learners
- Develop knowledge and understanding of well-being indicators
- Develop an awareness of and apply the schools positive behaviour policy, including taking steps to address any issues of bullying within their context of practice
- Know how and when to seek the advice of colleagues in managing behaviour
- Demonstrate the ability to justify the approach taken in managing behaviour

3.3 Pupil Assessment

3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning ◆

- Use a range of formative and summative assessment methods to support and inform teaching and learning
- Enable all learners to engage in self-evaluation and peer-assessment to benefit learning
- Record assessment information and utilise to enhance teaching and learning.

- Use the results of assessment to identify strengths and development needs which lead to further learning opportunities

3.4 Professional Reflection and Communication

3.4.1 Read and critically engage with professional literature, educational research and policy ◆

- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice in the context of health and wellbeing.

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise ◆

- Engage in self-evaluation using the relevant professional standard
- Evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning
- Demonstrate the ability to to work collaboratively and share their professional learning and development with colleagues
- Continue to maintain a record of their own professional development

Recommended Reading
PHYSICAL EDUCATION PERSPECTIVES 4

YEAR: 4
LEVEL SCQF: 10
CREDITS: 20
HOURS: 40
SEMMETER: 1

Open to outside students: No

Student Pre-Requisites: Physical Education Perspectives 3

Course Leader: Rosie Mulholland

Ownership: Institute of Sport, Physical Education and Health Sciences

RATIONALE

Physical Education Perspectives 4 (PEP4) provides students with an opportunity to focus on one of the perspectives studied in Physical Education Perspectives 3 (Philosophical Aesthetics, Science or Socio-cultural). It is hoped that this approach will enable students to develop more specialised knowledge and understanding of the body of knowledge underpinning their chosen discipline and the ways in which this may inform practice within education in general and physical education, sport and physical activity specifically.

PEP4 enlist accounts of discipline-based knowledge familiar to students from their first three years of study namely: Understanding Physical Culture, Science and Physical Education Perspective 3. Building on philosophical, scientific and sociological forms of enquiry PEP4 continues to engage students with one specific, relevant and applied disciplinary perspective with a view to developing their capacity to critique; apply and embed such specialist knowledge within their everyday professional practice. The PEP4 course is specifically structured to ensure links are made between Year 4 curriculum, research and perspectives course thus providing students with a holistic overview of contemporary and competing discourses pertaining to physical education in a changing and diverse cultural context. It is anticipated that the PEP4 course will serve to develop specialist knowledge of the nature and purpose of physical education and associated pedagogical debates as outlined within the curriculum for excellence (CIE), by encouraging students to utilise the theoretical framework emanating from their specific perspective inform and critique their professional development and practice.
PEP4 endorses the supposition that there are a variety of valid accounts that can illuminate professional practice in schools, and, in particular, the ways teachers and pupils engage in physical education. The multi-variuous demands made of PE teachers in a rapidly evolving climate of curriculum change and in particular discourses of health and well-being, suggests a need for study based on a comprehensive synthesis of knowledge based on specialist study of physical education which is informed by professional practice and research in the field. This premise of deploying inter-disciplinary accounts give credence to a form of enquiry now required by teachers in their curriculum decision making which goes beyond a surface knowledge of their subject area (Teaching Scotland’s Future, 2010).

LEARNING OUTCOMES

On completion of this 20-credit course, students should be able to:

- Critically evaluate competing discourses of curriculum and physical education from philosophical, scientific or socio-cultural perspective.
- Review the relationships that exist between factors that influence teaching and learning within the context of physical education
- Develop an appreciation of the factors that impact on participants’ engagement with physical education, physical activity and sport.
- Analyse movement competence within physical education, physical activity and sport through a number of diagnostic approaches.
- Explore the ways in which a knowledge and understanding of how a philosophical, scientific or socio-cultural perspective on physical education, physical activity and sport can inform professional practice.

COURSE CONTENT

The 20-credit course offers students an opportunity to develop their knowledge and understanding in one key areas of disciplinary enquiry, as these might be applicable to contexts of a teacher’s professional action. A selected number of theoretical perspectives pertaining to either philosophical aesthetics, scientific or socio-cultural perspectives will make a contribution to the wider appreciation of how student teachers prepare for teaching and learning and the factors that can influence professional practice in schools. The aesthetic element of the PEP4 Perspectives course centres on the study of the aesthetic significance of physical activities within competing visions of physical education. It also explores the ways in which an understanding of aesthetic experience could enhance professional practice and facilitate pupils’ engagement, active participation and life-long learning in physical education, physical activity and sport. The science element offers students the opportunity to explore in more depth the applied body of knowledge pertaining to one of the following: Biomechanics, Exercise Physiology, Skill Acquisition or Sports Psychology. Students will examine the conceptual and empirical bases upon which the scientific content is founded to evaluate the assumptions that are inherent in applying principles within the professional context. The socio-cultural element examines discourses in Physical Education and critically considers the implications of them for the professional practices of specialist teachers of Physical Education. This provides students with the opportunity to examine sociological, psychological and socio-psychological perspectives on people and society and their implications for sport and physical education.

TEACHING AND LEARNING STRATEGIES

These will be commensurate with the specific perspective studied and will include
lectures, seminars, workshops, group/individual tasks, research tasks, data collection and analysis, video bases learning, case study analyses, laboratory sessions, practical sessions and independent study.

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<thead>
<tr>
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<th>Aesthetics/Socio/Science</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>20 x 50</td>
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<tr>
<td>Workshops</td>
<td>20 x 50</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>(including self-organised</td>
<td>168</td>
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<tr>
<td>group work)</td>
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<td>&amp; preparation of</td>
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<tr>
<td>assessments</td>
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<tr>
<td>Total teaching contact</td>
<td>32</td>
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<tr>
<td>Total Course hours</td>
<td>200</td>
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**ASSESSMENT METHODS**

Formative assessment

Students will be required to produce work as part of formative assessment procedures. These would allow a) a student subject focus (b) checks on student progress with basic ideas / theory and (c) students to become more confident in explaining and developing these for teaching purposes.

Summative assessment

Students will be required to undertake 2 separate assessments within their chosen perspective.

a) 2000 word assignment (research paper/poster/presentation equivalent)

b) Two hour examination (unseen question)

The mark for the PE4B course will be arrived at by averaging the marks from the 2 assessment completed in the students chosen element. If either of these marks is below 30, the course grade will automatically be recorded as a 'fail' irrespective of the 2nd mark.

If one, and only one, mark lies within the range from 30 - 39, then it may be compensated by a higher pass mark from the 2nd assessment and the grade corresponding to the averaged mark awarded.

**INDICATIVE READING LIST**

Aesthetics
Papers in Social Research Methods Qualitative Series no 9, London School of
Economics and Political Science Methodology Institute

Bailey, R., Armour, K, Kirk, D, Jess, M., Pickup, I, & Sandford, R, 'The educational
benefits claimed for physical education and school sport: an academic review', Research
Papers in Education, 1 – 26
Physical Education: Implications for Pedagogical Inquiry and Development, Quest,

Capel, S (2000). Re-reflecting on priorities for physical education: now and in the
Education. London: Routledge-Falmer
Routledge-Falmer.

Connolly, M. (1994). Phenomenology, Physical Education and Special Populations,
Human Studies, 18, 25-4

Physical Education and Sport, New York, Stat University of New York Press

Aesthetics Education, 37(1): 40-53

Gard, M (2006) Neither Flower child nor artiste be aesthetics, ability and physical
education', Sport, Education and Society, 11(3), 231-241,
http://dx.doi.org/10.1080/13573320600813382

Lankford, LE. (1998) ‘Aesthetic Experience in a Postmodern Age : Recovering the

Journal of teaching physical education, 35 (1), 6-10

learning: stories from physical education student teachers', Sport, Education and
Society, 14(3) 265 — 279 http://dx.doi.org/10.1080/13573320903037622


Parrish, P.E. (2009) Aesthetic principles for instructional design, Educational Teach
Research Dev, 57, pp 511-528

Education and Society, 5 (1). 71-87


Reid, A. (1974). Section 1: ‘Aesthetics and Education’ In Whiting,HTA
;Masterton,DW(eds) Readings in the Aesthetic of Sport, London, lupus Books: The
Human Movement Series (p5-19).

Standal , O.F. and Gunn Engelsrud, G (2011): Researching embodiment in
movement contexts: a phenomenological approach, Sport, Education and Society, 1-13,
http://dx.doi.org/10.1080/13573322.2011.60894

New York

Stone, R.E (1972) Perceptual Studies: Sources and Kinds of Meaning in the Acts of
Surfing and Skiing in Whiting. H .T. (ed) , 183-191

Oxford Blackwell (pp56-64)

Thorburn, M. (2008) Articulating a Merleau - Pontian phenomenology of physical
education: The quest for active student engagement and authentic assessment in
high-stake examination awards, European Physical Education Review, 14(2):263–280

Biomechanics


Exercise Physiology


Skill Acquisition

Routledge

Sports Psychology


Socio-Cultural


Relationship to the Standards for Provisional Registration

Engagement with the PEP4 course will provide final year undergraduate BSc (PE) students with the opportunity to consolidate a range of key attributes associated with the on-going development of their professional values & commitment, professional knowledge & understanding and professional skills & abilities:

<table>
<thead>
<tr>
<th>1 Professional Values and Personal Commitment</th>
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<tbody>
<tr>
<td><strong>Social justice</strong></td>
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<tr>
<td>✗ Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
</tr>
<tr>
<td>✗ Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.</td>
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<tr>
<td><strong>Trust and Respect</strong></td>
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<tr>
<td>✗ Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.</td>
</tr>
<tr>
<td><strong>Professional Commitment</strong></td>
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<tr>
<td>✗ Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.</td>
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</table>
## 2 Professional Knowledge and Understanding

### 2.1.1 Have knowledge and understanding of the nature of the curriculum and its development
- know about and understand the processes of change and development in the curriculum;

### 2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning
- know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;

### 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry
- Know how to engage appropriately in the systematic investigation of practice.

## Professional Skills and Abilities

### 3.3 Professional Reflection and Communication

#### 3.4.1 Read and critically engage with professional literature, educational research and policy
- read and analyse a range of appropriate educational and research literature;
- use what they have learned from reading and research to challenge and inform practice.

#### 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise
- adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;

## SCHEDULE OF TIMETABLES CLASS MEETINGS

All teaching takes place in Year 4, Semester 1. The specific details of all classes together with detailed content and reading lists will be advised by the tutors of the individual perspectives.
Educational Studies 4: Independent Research Project in Education

Level: 10
Credits: 40
Semester: 1 and 2
Open to outside students? No
Entry Requirements: Successful completion of Educational Studies 3

Rationale
This 40-credit course further develops students’ research skills by involving them in designing, implementing and writing up a small-scale piece of research. Lecture and workshop activities during semester one build upon the research input of the first three years. Whilst a primary focus in the taught part of the course is the development of skills, knowledge and habits that will enable students to complete a successful research project, this is situated within the wider aims of the ITE programmes of developing the capacity for critical engagement with research and developing an enquiring disposition.

Course Content
During Educational Studies 3, students will have been alerted to the importance of using their third year school placements as an opportunity to identify topics of potential research interest, and to think about research strategies for working with children and adolescents in schools, should they wish to do so for their final year project. At the end of third year, a lecture and workshop introduces the aims and content of Educational Studies 4 in a more structured way, and enables students to work on identifying their research topic and doing some reading over the summer vacation period.

The bulk of the taught element of Educational Studies 4 takes place in semester one of 4th year. In the introductory phase, students engage with general principles of research design, building on what they have learnt in Educational Studies courses in years 1-3 (including ethical considerations in relation to research in educational settings, the identification of a worthwhile topic for study and the generation of appropriate research questions or hypotheses).

The middle phase consists of specialist input in a range of research methods. There is an element of student choice to reflect the different kinds of research that students may want to undertake: a route provided by colleagues in Sports Science supports those students who wish to study aspects of biomechanics, sports physiology and skill acquisition in relation to primary or secondary physical education; a route that includes techniques such as critical discourse analysis which supports those students who do not wish to undertake data collection in schools or other educational settings; and a general route consisting of a range of qualitative and quantitative methods supports students undertaking a variety of qualitative, quantitative and mixed-methods projects in primary and secondary schools.
The teaching of research methods builds upon what students have already learned in years 1-3, enabling them to extend and deepen their knowledge, and apply it to their own research design.

The final (2-week) phase considers the ‘bigger picture’, inviting students to reflect upon the role of research in their own practice as early career teachers, and introducing them to the complexities of the relationship between research, educational practice, and education policy.

Students will be allocated a supervisor to support them with the design, implementation and write-up of their research. Supervisors will be allocated at the end of the introductory phase of the taught component. Students will be entitled to four hours’ individual supervision or an equivalent allocation of group and individual support. A ‘mixed economy’ approach to supervision allows students to choose to opt into a topic group nominated by a supervisor, or to select their own individual topic. Where group supervision occurs, groups will normally be no bigger than six, and there will be a combination of group and individual support: the formula used to calculate contact time takes into account the group element to ensure parity across the cohort.

Students on the BSc Physical Education programme normally carry out all or most of their research whilst on school placement in semester 2. Topics are therefore normally school-based, though students who need access to laboratories for aspects of their research are able to carry this out during the examination diet period at the end of semester 1. Students on the MA Primary Education programme are able to choose to carry out school-based topics (drawing on relationships established during the school placement year to facilitate access) or to choose educational research topics that do not involve school-based data collection. Local authority permission for students to undertake their Education 4 research projects in school is written into partnership agreements: students are not expected to approach local authorities.

Learning Outcomes

By the end of the course, and at a level appropriate to a 4th year undergraduate, students will be able to:

- Generate worthwhile questions for systematic study arising from their own educational practice and their wider reading
- Demonstrate awareness of a range of approaches to research and of the need to select an appropriate approach for answering their research questions
- Access, select and critically review appropriate literature
- Analyse and discuss the theoretical basis and implications for policy and practice of a number of recent and relevant research studies in education
- Plan, implement and present the outcomes of a small-scale research project that meets accepted standards of ethical practice
- Identify professional level insights to problems and issues identified by their own research, demonstrating some originality and creativity
- Demonstrate understanding of the importance of educational research in the development of reflective practice in teaching and education policy-making
Teaching and Learning Strategies

The taught programme takes place mainly in semester 1 and consists of:

<table>
<thead>
<tr>
<th>Pre-course week (end of Year 3)</th>
<th>Lectures</th>
<th>Workshops</th>
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<tbody>
<tr>
<td></td>
<td>1 x 1 hour</td>
<td>1 x 2 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Introductory phase (weeks 1-3)</th>
<th>Lectures</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 x 1 hour weekly</td>
<td>1 x 2 hours weekly</td>
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<tr>
<th>Middle phase (weeks 4-8)</th>
<th>Lectures</th>
<th>Workshops</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 x 1 hour weekly</td>
<td>1 x 2 hours weekly – specialist routes available</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final phase (weeks 9-10)</th>
<th>Lectures</th>
<th>Workshops</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 x 1 hour weekly</td>
<td>1 x 2 hours weekly</td>
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</tbody>
</table>

Supervisors are allocated at the end of the introductory phase. Supervisory meetings take place during nominated weeks, with supplementary email (or other informal) contact outside of those weeks by negotiation. The four hours of individual or equivalent individual and group supervision is inclusive of all email contact, comments on drafts and meetings. The exact balance of face-to-face and email contact varies as it is negotiable between students and their supervisors. Two possible patterns are presented, for illustration:

<table>
<thead>
<tr>
<th>Example 1: Student supervised within a group of 5</th>
<th>Individual contact</th>
<th>Group contact</th>
<th>Email contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x 40-minute meetings involving 20 mins supervisor preparation each</td>
<td>5 x 40-minute meetings involving 20 mins supervisor preparation each</td>
<td>One hour total, across the year</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Example 2: Student supervised on an individual basis only</th>
<th>Individual contact</th>
<th>Group contact</th>
<th>Email contact</th>
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</thead>
<tbody>
<tr>
<td>3 x 40-minute meetings involving 20 mins supervisor preparation each</td>
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</table>

Assessment
Students write up their research projects as 8000-word dissertations: this is the single assessed activity for this 40-credit course.

Formative Assessment and Opportunities for Feedback
There are a number of informal opportunities for feedback. Tutors in workshops will engage in dialogue with students about their developing research intentions: peer group feedback and support are also important factors in workshops. Supervision, which is ongoing throughout the year, should be seen primarily as an opportunity for formative assessment and feedback, and the development of ideas in an iterative way.
Formal formative assessment takes place through the submission of a research proposal (all students) and completed ethical guidance form (students undertaking data collection in a school or other educational setting) at the end of semester 1. It is expected that these will have been the focus of discussion and guidance in supervision meetings and email contact, and their satisfactory completion is a condition of progression to the project itself. Students may only progress to the project phase upon submission of a satisfactory research proposal: if the proposal has not been submitted students will be advised that they are not authorised to progress and any dissertation they may submit will not be eligible to be marked. In addition, no student may carry out research in a school or other educational setting unless the ethical guidance form has been completed and signed off by the supervisor.

**Indicative Reading List**


**Links to the Standard for Provisional Registration (GTCS, 2012)**

Links to the Standard for Provisional Registration are embedded throughout the course. In particular, the professional values and personal commitments as set out are integral to course content and delivery. For Educational Studies 4, where students select a topic of interest to pursue in depth, there will be further coverage of SFR elements in relation to their chosen topic. The following elements are strongly reflected in the course curriculum for all students, and in the skills students are required to develop and demonstrate in order to meet the assessment criteria:

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice

2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

3.4.1 Read and critically engage with professional literature, educational research and
3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise
The University of Edinburgh
The Moray House School of Education

EDUCATIONAL STUDIES COURSE SUITE PROPOSAL

21/02/13
Context of the Revision

These proposals for revision of the current suite of Education courses in Moray House School of Education (MHSE) form part of a general review and revision of provision in initial teacher education (ITE) in response to the report *Teaching Scotland’s Future* (2010) (more commonly referred to as the Donaldson Report).

Revision Process

In November/December 2011 a group of staff from across MHSE’s three institutes and representing a range of subject expertise convened to produce an initial proposal for the suite of Education courses which would be core to the proposed new undergraduate ITE programmes of MA Primary Education and BSc Physical Education. Following review and revision of this initial Education course suite proposal, another group was convened in June 2012 to consider course content in more detail and write course descriptors. This work was informed by ongoing discussions taking place in the MA and BSc programme teams (both of which were represented though to different extents in the Education group) and by discussions taking place in other MHSE committees, notably the Teacher Education Development committee and the Vision in Partnership group. Four successive drafts were presented to the MA and BSc programme teams, and early drafts were also sent for comment to experts from a range of disciplines within MHSE, as appropriate for an inter-disciplinary suite of courses.

A panel of representative current BEd students was involved in developing and revising the initial course suite proposal. Issues of timing meant that it was not possible to involve students in the early stages of drafting course descriptors since most of this work happened during the student summer vacation. A panel of current 4th year BEd students was convened in October 2012 to give feedback on the near-final versions of the course descriptors.

Context of the Education courses

The suite of Education courses were first introduced in 1999, when they were seen as the common spine to what was then three BEd programmes, in Primary Education, Physical Education and Design Technology respectively. The pre-Honours courses were also intended to be attractive to students across the university to whom they were available as outside courses. There were originally 40 credits in each of the four undergraduate years, divided into what were at the time known as two ‘half-courses’ (20 credits each) in each of years 1-3, and a single 40-credit course linked to a placement-based dissertation in year 4. The suite of courses was subject to two major reviews, in 2003-4 and 2008-9. At both of these points there were structural changes: in 2004 20 credit points were removed from third year, and in 2009 20 credit points were removed from second year. Since the 2008 review, the structure has been as follows:
<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Education 1A (20 credits)</td>
</tr>
<tr>
<td>Year Two</td>
<td>Education 2 (20 credits)</td>
</tr>
<tr>
<td>Year Three</td>
<td>Education 3 (20 credits)</td>
</tr>
<tr>
<td>Year Four</td>
<td>Education 4 (40 credits) (BEd Primary Education and Design Technology students only)</td>
</tr>
</tbody>
</table>

Course content was revised and updated at each of these reviews, though the process was one of re-shuffling and (where necessary) reducing course content rather than undertaking a thorough re-write of the courses.

The current review has taken a different approach, and has not taken the existing courses as a starting point. Instead, the rationale for the courses was re-considered in the current social, political and policy context of teaching, and in the context of developments in higher education pedagogy and assessment, all of which have moved on considerably since the courses were conceived in 1999. This has been the basis for a complete re-construction of the Education courses.

Aims and Rationale
Since its beginnings, the suite of courses has aimed to introduce students to the disciplined study of education, drawing from a number of fields of study to help students think productively about teaching and learning in school and wider societal contexts. This remains a defining feature of the courses proposed here. In years 1 and 2 there has also been a strong academic literacies focus. The present proposals aim to preserve and develop this, extending it throughout the four years.

The Educational Studies courses aim to give students access to the intellectual network and vibrant critical tradition of education as an interdisciplinary field of study: a network central to which are enquiry, deliberation and a willingness to interrogate practice and adopt a research stance towards its development. Moreover, the courses recognise the importance of students developing a justified personal perspective within a public context open to critique and to a broad perspective on educational and related issues.

The courses aim to cohere effectively with other courses in the two proposed ITE programmes and with placements, and to respond in an educationally effective way to the diverse range of students taking the courses.

Three overarching principles have emerged as guiding principles of this review:

1. The need to embed skills, knowledge, habits and dispositions associated with research from the outset and throughout the suite of courses. A phrase increasingly being used by teacher educators and others is ‘enquiry as stance’: in this spirit the Education courses play an important part in enabling student teachers to ask productive questions and
develop strategies for addressing them. The new suite of courses will seek to enhance and build upon current practices through explicit coverage of research methods at a much earlier stage of students’ university careers than currently happens, enabling them to become critical researchers and readers of research. The proposed courses have built opportunities for systematic data gathering and analysis into placement (or similar) tasks, starting from students’ own curiosities about what they encounter in schools and other educational settings, and linking this with their developing knowledge of key theories and research in the social science disciplines. Learning from, about and through research will be integral to all the courses. So for instance, when studying inequalities in education and in society, students are expected to study qualitative and quantitative research findings (learning from research). In order to engage critically with the material discussed they will be introduced to appropriate research methods, to enable them to evaluate the means through which the knowledge was produced and the effectiveness of its production (learning about research). There are opportunities built into the relevant courses for students to undertake small-scale investigations into the substantive issue of inequalities in education and society (learning through research): investigation tasks in the first two years are closely guided and scaffolded and are very introductory in nature, with a more complex and open task in third year building towards the independent fourth-year research project.

2. The importance of engagement with a range of disciplines linked to Education, including inter alia sociology, psychology, philosophy, history, politics, applied policy studies, critical policy studies, childhood studies and cultural studies. Whilst these disciplines are not boxed tightly, it is important to be aware of the knowledge traditions upon which we are building, so that we can enable students to develop cognisance of them. The present suite of Education courses covers a number of these disciplines, but opportunities do not currently exist for some of them (e.g. developmental psychology, history, philosophy) to be covered in sufficient depth or at a sufficiently advanced level. The proposed suite of courses aims to address this.

3. The need to foreground the values and dispositions we want to nurture in educators, as well as the content knowledge with which we want students to engage if they are to meet the aspirations articulated in the Donaldson Report. The proposed new courses aim to foster the development of intellectual curiosity, the development of a capacity to interrogate and articulate their own and other’s beliefs and value positions, and the development of a critical orientation towards knowledge, towards practice and towards the interplay between theory and practice.
Course Structure

The courses are structured as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>One</td>
<td>Educational Studies 1A: Introduction to Education Studies and Educational Research (20 credits)</td>
<td>Educational Studies 1B: Teaching, Learning and the <em>Curriculum for Excellence</em> (20 credits)</td>
</tr>
<tr>
<td>Two</td>
<td>Educational Studies 2A: Child and Adolescent Development in Education (20 credits)</td>
<td>Educational Studies 2B: Inclusion and Citizenship in the 21st Century (20 credits)</td>
</tr>
<tr>
<td>Three</td>
<td>Educational Studies 3: Equality and Social Justice in the Formation of School and Classroom Cultures (20 credits)</td>
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<tr>
<td>Four</td>
<td>Educational Studies 4: Independent Research Project in Education (40 credits)</td>
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</tbody>
</table>

Courses in the pre-Honours years are open to students across the University as their outside courses, and are intended to be attractive to students who may have a range of professional aspirations as well as to student teachers. Courses in the third and fourth year are open only to students on the MA Primary Education and BSc Physical Education programmes. This is for a number of reasons. First, it enables progression, as Educational Studies 3 and 4 build upon skills, knowledge and habits developed in the first two years of the Educational Studies courses. Second, it allows these more advanced and specialised courses to be tailored particularly to the aspirations of intending teachers. Third, the courses draw upon substantial student placement experience, and rely upon students’ knowledge gained in their teaching experience.

Education Research Across the Courses

Education research is integrated into each course, so that students learn from, about and through research throughout. The suite of courses is designed to be progressive, starting with introductory material and building upon students’ developing knowledge, skills and habits.

The complex and contested nature of education research and its uses are emphasised throughout: whilst distinct research approaches and paradigms are explored, the intention is not to present these as watertight orthodoxies, but as different ways of understanding and engaging with the inter-disciplinary subject of education.

The following aspects are emphasised in each course:
<table>
<thead>
<tr>
<th>Key concepts</th>
<th>Research methods</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Studies 1A</td>
<td>Research as systematic enquiry; why research matters to teachers; overview of different research approaches</td>
<td>Auto-ethnography; Descriptive statistics</td>
</tr>
<tr>
<td>Educational Studies 1B</td>
<td>Relating research to theory and practice; ethical responsibilities</td>
<td>Interviews</td>
</tr>
<tr>
<td>Educational Studies 2A</td>
<td>Approaches to researching development; quantitative research design and data analysis; ethics in developmental research</td>
<td>Quasi-experiments; observation; analysing quantitative data</td>
</tr>
<tr>
<td>Educational Studies 2B</td>
<td>Relationship between research and policy</td>
<td>Documentary analysis</td>
</tr>
<tr>
<td>Educational Studies 3</td>
<td>Ethnographic traditions and their knowledge claims; theorising research; ethics and participant research</td>
<td>Ethnography; case study</td>
</tr>
<tr>
<td>Educational Studies 4</td>
<td>Epistemology and ontology in social science research; research design; generating productive research questions;</td>
<td>Range of methods as appropriate</td>
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</table>

An important vehicle in the development of research throughout the suite of courses is the introduction of serial experience in schools and other education settings in the pre-Honours years. Students spend four half-days in schools or other education settings in each of Educational Studies 1A, 1B, 2A and 2B, with specific tasks and activities to carry out. For students on initial teacher education programmes, these four half-days form part of a larger serial placement shared with curriculum courses on MA Primary Education and BSc Physical Education: for students on other programmes they are a stand-alone experience. The provision of serial experience is a key component of the research element of the courses, and also aims to bridge research and teaching experience for student teachers. It is a key component in the development of students’ understanding of the interrelationship between research and practice, where both are used to analyse and critique each other.
**Approaches to Teaching and Learning**

Each course contains a balance of lectures, workshops, unsupervised group work and independent study. The lecture programme for each course provides students with the opportunity to hear from experts across the School of Education. There will typically be reading and pre- and/or post-lecture tasks associated with each lecture, maximising the student’s active role in learning through lectures. Workshops contain a mix of small group discussion and activities, and discussion with the class as a whole, as appropriate. There will usually be reading and/or pre-workshop tasks to be prepared in advance of each class. Students are expected to come fully prepared in order to make the most of workshop time. Workshops are an important opportunity for ongoing informal assessment, where students receive feedback on their progress and understanding through discussions. Unsupervised group work takes a number of forms: for instance students may be directed to undertake group tasks in preparation for workshop activities, and they may choose to form small study groups to read and think collectively outside of timetabled classes. Much of the 200 hours of student effort for each course will be spent on individual reading, writing, and preparation of assessed work.

Each course is supported by a dedicated resource website, using whatever platform is supported by the University (currently Learn). Resource websites are typically used to communicate key information, distribute resources such as lecture notes, video links e-reserve articles and academic literacies materials, and to provide an online space for academic discussion. It is expected that students will access these sites routinely.

**Assessment Strategy**

In line with University and CHSS priorities, assessment activities have been designed to support student learning by requiring students to develop and demonstrate the skills and knowledge specified in the learning outcomes for each course. Assessed activities have also been designed to be varied and imaginative in nature: a wide range of tasks sits alongside traditional essays and dissertation, enabling students to demonstrate their achievements through diverse means. In addition, each course descriptor contains information about formal and less formal tasks and other opportunities for feedback to and amongst students. The following grid attempts to summarise the range of assessed activity, though the innovative nature of some assessed activities means they are difficult to describe and present in the grid format.

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<td>1A</td>
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<td>1B</td>
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<tr>
<td>2A</td>
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</table>
**Academic Literacies**

Academic literacies can be defined as the processes through which students develop the skills, knowledge and habits needed for successful scholarly reading and writing in the context of an understanding of the prevailing academic values, etiquette and assumptions: the processes through which they do not merely learn to pass their assignments but also develop academic connoisseurship. The Educational Studies courses are designed to take a proactive approach to academic literacies.

At points during the course some of the relevant skills and knowledge are explicitly taught, and questions of values, etiquette and assumptions are unpacked and explored: for instance, lectures and workshop activities may address note-taking strategies; specialised online resources supplemented by classes in Educational Studies 1A provide support with using referencing conventions; and strategies for making good use of feedback are discussed. Productive approaches to reading are modelled through structured guides to selected papers and articles which direct students’ attention to the level of detail needed and to questions they can ask themselves to help relate their reading to their existing knowledge, thus supporting them in becoming habituated to critical reading. Students are also encouraged to work collectively where possible, both as good academic practice and as preparation for a teaching profession which increasingly values co-operative working. The courses therefore include discussion of issues such as how to give and receive critical and supportive feedback, and how to work as a group.

There is an expectation that the focus on academic literacies will be reflected in the standard of presentation in assignments. Students’ written work should therefore demonstrate appropriate attention to (*inter alia*) technical aspects of written English, to scholarly conventions and to formal written expression. This is made clear in student documentation, including in grade-related assessment criteria.

Several courses refer to students’ reflective journals. All students will be expected to use these as detailed in the relevant course descriptors: for students on initial teacher education programmes, reflective diaries form part of their Professional Learning Portfolios.

**Accessible Learning**

The Education courses team views student diversity as a positive strength, and is committed to addressing barriers to learning at the point of design wherever possible. In its Accessible Learning (previously *Teachability*) Policy and Practice statement proposed by the Accessible Learning task group (2011), the University of Edinburgh commits itself to ‘creating a dynamic, accessible and inclusive learning and teaching environment and culture’. The Educational Studies suite aims to realise this aspiration in a number of ways including:

1) Course content that foregrounds issues of equality, inequality and diversity, and which equips students with the conceptual tools to identify and address issues of accessibility and inclusion in their personal and professional lives, in their studies and in their future practice as teachers.

2) Assessment practices that enable students to demonstrate achievement in a number of ways, taking account of diverse learning preferences (see section on CHSS Learning and Teaching Strategy).
3) Provision for specific teaching of the skills, knowledge and habits needed for successful university study, taking account of the diversity of student experience and readiness for study at this level.

4) Attention to language used throughout the documentation, ensuring that it is non-discriminatory or counter-discriminatory.

5) Course evaluation strategies that enable students to draw attention to any issues of accessibility so that these can be addressed at as early a stage as possible (see section on CHSS Learning and Teaching Policy).

As more detailed course material is developed and the courses move into delivery phase, course organisers will take further steps to promote accessibility, including:

1) Ensuring course requirements are clearly communicated.

2) Identifying any potential barriers to learning, and taking measures to address them.

3) Developing teaching materials (including web-based materials, lectures and workshops) that are accessible, that are non-discriminatory or counter-discriminatory, and that capitalise upon student diversity.

4) Reviewing the accessibility of all examinations and assessed activities.

5) Ensuring that all members of staff teaching on the courses are aware of their responsibilities regarding equality and diversity.

6) Eliciting and responding to the views of students, including students from minority groups, on equality and access issues.

7) Monitoring student attainment and achievement.

8) Making sure that any developments in accessible learning at School, College and University level are taken forward by the courses.

**CHSS Learning and Teaching Strategy 2010**

The Educational Studies courses aim to contribute to the realisation of the CHSS Learning and Teaching Strategy in relation to strategic priorities 3 (Research and enquiry), 4 (Communication skills), 5 (Assessment and feedback) and 7 (Students as partners in their learning). Examples include:

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>CHSS identified areas for development:</th>
<th>Reflected in Education courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Research and enquiry</td>
<td>Research-teaching linkages and developing students as creative and imaginative thinkers</td>
<td>Throughout courses students learn from research through research-informed teaching and engagement with empirical research, about research through direct teaching on education research methods, and through research by</td>
</tr>
<tr>
<td>4) Communication skills</td>
<td>Developing a wide range of skills</td>
<td>Students develop skills through small group work in preparation for a range of workshop tasks, individual and small group presentations, different styles of writing including academic and professional writing, and critical use of electronic communication via the university’s web-based platforms</td>
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<tr>
<td>5) Assessment and feedback</td>
<td>Implementing the feedback standards and guiding principles</td>
<td>Assessment strategies are varied across the suite of courses, opportunities for formative feedback have been identified for each course, timing of assessments (not all at the ends of semesters) enables students to use feedback to develop work for further assessments, productive use of feedback is taught and discussed.</td>
</tr>
<tr>
<td>7) Students as partners in their learning</td>
<td>Ensuring feedback from students is used to make improvements</td>
<td>Apart from standard course evaluation questionnaires, courses will also gather student feedback in week four, specifically designed to address any emergent issues while the course is still running. A formal, longitudinal evaluation project will run alongside the suite of courses for at least the first three years.</td>
</tr>
</tbody>
</table>
Evaluation Strategy
Each course will gather student feedback in Week 4, specifically designed to address any emergent issues while the course is still running, as well as issuing standard end-of-course evaluation questionnaires. Given that the suite of courses contains some innovative features particularly on the interrelationship of research and practice in professional education, and in its assessment strategy, a formal longitudinal evaluation project will run alongside it for the first four years. Funding from this will be sought via the Principal’s Teaching Award Scheme, other university- or college-level schemes as appropriate, and external bodies.

Resource Issues
The Education courses have always been extremely cost-effective to run. Large classes have made it possible to make economies of scale. The proposed new suite of courses does not depart significantly from the current suite in terms of resource need. The main difference is that the proposed serial experience in schools and other education settings will incur administrative cost. Across the programmes, however, this is likely to be cost-neutral as the current Year 1 and Year 2 placements incur administrative costs which will be transferred to the new serial model. In addition, there is currently a tutor visit in Year 2 which involves significant academic/bought-in tutorial time (2 hours per student): no tutor visit is proposed within the Education courses, representing a saving of academic time.

At present, the Education courses are taught within a resource envelope characterised by contact hours that are around the CHSS norm, and ‘tutorial’ (known as ‘workshop’ in MHSE) class sizes that are significantly above the CHSS norm. This makes it difficult to achieve the dialogic approach to assessment and feedback that is increasingly expected by the University. In addition, as has been successfully argued in relation to the PGDE programme, initial teacher education courses need to do two things: they need to provide the academic content needed (in the case of undergraduate courses) to enable students to develop and demonstrate attainment of Honours degree level work, and they need to provide a professional training element. As was noted on the PGDE proposals, learning to be a teacher is a dialogic process, involving extended conversations between students, teachers and academic members of staff. However, it is difficult to achieve such conversations in the current suite of Education courses, given the balance of contact time (which is around the CHSS norm) and group size (which at 25-30 students per group is about twice as big as the CHSS norm of 12-15).

The Educational Studies courses seek to embed a dialogic approach, enabling students and tutors to enter into productive conversations. Such conversations can be made possible either by increasing contact time, or by reducing group sizes. Each of these strategies incurs an increased cost as well as enhancing opportunities for staff-student dialogue. In the recently-approved PGDE programmes, a decision was taken to facilitate such dialogue through much greater contact time during the taught part of the programme than is the norm within CHSS or indeed within MHSE. The PGDE programmes were able
to demonstrate that this was possible within the available funding. The Educational Studies courses propose a slight increase in contact time in Year 3 to facilitate work-based learning, but do not otherwise propose increases in Years 1, 2 and 4: independent work (including time for reading and independently-organised group work) is an important part of these proposals. Instead, the proposed Educational Studies courses require reduced workshop group sizes. These would enable productive dialogue during workshop classes, and would enable staff and students to make the most of the formative assessment strategies set out. There is, in addition, a proposal to increase the allocation for individual supervision on Education 4 from the current 2 hours to 4 hours (or equivalent academic time for group supervision). Current experience is that 2 hours of individual supervision for Education 4 is inadequate and leads to problems in ensuring transparency and equity, given that most staff members are minded to make up the shortfall out of their unpaid time.

Costings have been made available via the BSc and MA programmes, which show that the Educational Studies courses remain cost-effective with the proposed decrease in workshop sizes and increase in dissertation supervision time.

**Staffing**

Course organisation of the Educational Studies courses is necessarily a complex task involving both administrative and academic leadership skills. It has not, as yet, been possible to identify a pool of named colleagues who will be able to take the courses forward as course organisers designate. This is of immediate concern as course organisers have to be named on CCAMS entries in order for the courses to proceed through validation. Whilst the Honours courses will not require detailed curriculum development in the near future, course organisers will shortly need to be in place to undertake this work for Education 1A and 1B. This is a priority that the school will need to address.

In recent years there has been a move away from core staff forming the Educational course teams, in favour of associate tutors, normally research students. One of the effects of this has been to distance those core staff who see themselves primarily as teacher educators from the Education courses. Experience prior to this showed that where a critical mass of staff from the ITE programmes were involved in teaching on the Education courses, this was to the benefit of students and staff. Such an example was Education 2, where in 2009-10 there were seven members of staff from what was then PESLS on the course team, enabling productive links to be made in terms of content and culture for students on the BEd PE programme. For the Educational Studies courses to work at an optimum level, course teams will need to consist largely of core staff from across the school, representing a range of expertise (for instance, in qualitative and quantitative research methods, and in child development) and across and beyond the two undergraduate ITE programmes. Close communication and teamwork between these colleagues will be necessary for the courses to function as planned: for instance, there may be occasions on which separate specialist workshops would be necessary to help students interpret core material within specialist Physical Education and Primary Education contexts. This is another priority the school will need to address.