



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sport Development and Leadership				
Module Code	UISXM5-15-1	Level	1	Version	1.2
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sports Coaching BSc (Hons) Sports Performance FdSc Sports Coaching FdSc Sports Performance MSci Sports Coach Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2019	

CAP Approval Date	07 April 2016
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Demonstrate knowledge of the structure and organisation of sport in the UK (A). 2 Identify and understand barriers to participation (A). 3 Discuss current UK trends in sport and physical activity participation, including participation trends (A). 4 Compare the state of the nation's health in relation to other developed nations (A). 5 Identify key government strategies for sport, physical activity and physical education including widening participation strategies (A). 6 Recognise the role of sports governing bodies and funding organisations in the future of sport, physical activity and physical education in the UK (A). 7 Demonstrate an understanding of leadership in sport (A). 8 Explain the importance of a leader within sports development (A).
Syllabus Outline	<ol style="list-style-type: none"> 1 Definitions of health, wellness, sport and physical activity in relation to disease management. 2 Physical activity participation trends through history for the UK and other developed nations. 3 Concept of direct and indirect costs to the UK for the treatment and management of preventable diseases. 4 Government responsibilities and strategies for improving the state of the nation.

	<p>5 Government and other external agencies role for provision of sport, physical activity and physical education.</p> <p>6 Current initiatives for the improvement of the nation's health inclusive of G.P. exercise referral schemes and NHS trainers.</p> <p>7 Role of leadership in sports development.</p>												
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150				
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Teaching and Learning Methods	<p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Module delivery will be via interactive lead lectures and seminars.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below.</p> <p>Scheduled Learning May include lectures, seminars, tutorials and guest speakers.</p> <p>Independent Learning May include hours engaged with essential reading, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual Learning Environment (VLE) This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>												
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Total assessment of the module:</p> <table border="1"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further Reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Bouchard, C., Shepard, R. J. & Stephens, T. eds. (Current Edition). <i>Physical Activity, Fitness and Health: International Proceedings and Consensus Statement</i>. Champaign Illinois: Human Kinetics • Bunton, R., Nettleton, S. & Burrows, R. (Current Edition). <i>The Sociology of Health Promotion, Critical Analysis, Consumption, Lifestyle and Risk</i>. London: Routledge. • Cashmore, E. (Current Edition). <i>Making Sense of Sports</i>. Oxon: Routledge. • Grantham, W. C., Patton, R. W., York, T. D. & Winick, M. L. (Current Edition). <i>Health Fitness Management</i>. London: Human Kinetics. • Hylton, K. (Current Edition). <i>Sport Development: Policy, process and practice</i>. Oxon: Routledge. 								

Part 3: Assessment	
Assessment Strategy	<p>An individual oral presentation will be performed under controlled conditions that will assess students' ability to integrate theory and practice. Additional questioning will emphasise knowledge and understanding and promote the development of lifelong learning skills.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>
Identify final assessment component and element	Oral Examination.

% weighting between components A and B (Standard modules only)	A:	B:
	100%	N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral Examination (20 minutes)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral Examination (20 minutes)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		