University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Studies Work Experience 1				
Module Code	UISXPE-30-1		Level	1	Version	1
Owning Faculty	Hartpury		Field	Sport	
Contributes towards	FdSc Sports Studies				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	24 June 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Relate theory to practice using experience within the sports and leisure industry and allied services (A). 2 Demonstrate an in-depth knowledge and understanding of organisational structures and working practices within a sports organisation (B). 3 Detail, monitor and evaluate individual performance in achieving the sports services set aims and objectives, using relevant sources of information to support findings (A, B). 4 Demonstrate competence in a range of professional and practical skills appropriate to the Sports Service employment sector (A, B). 5 Demonstrate the practice of reflection with documents that show a deepening awareness of personal strengths and the ability to critically analyse self-performance (A, B). 6 Explain how a range of factors, for the case studies considered, affect human health and/or performance in the field (B).
Syllabus Outline	1 Prepare for and undertake 20 days (160 hours) of placement within sports/leisure organisations. Essential and directed reading will be directed as appropriate. 2 Identification and articulation of graduate and employability skills. Personal development planning, reflective practice. Much of this will be articulated via a level 1 tutorial programme.

Contact Hours	Indicative delivery modes:
	1 Lectures guided learning, seminars etc. 16 2 Independent learning 124 3 Placement Learning 160 **TOTAL** **300**
Teaching and Learning Methods	Introductory lectures are supported by tutorials, visits and residentials. In addition this module will be supported by interactive forums (built through the VLE) and learning tools. 300 hours study time of which 176 hours will represent placement and scheduled learning. This module will be delivered in semester 2 on one day per week. ***Scheduled Learning*** May include introductory lectures, placement mentoring, tutorials and external visits, and self-directed study. ***Independent Learning*** Includes essential reading, assignment preparation and completion. ***Placement Learning*** Study hours may include 96 hours used in residential contact teaching, tutorials and mentor sessions. ***Virtual Learning Environment (VLE), or equivalent*** This module 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.
Key Information Sets Information	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. **<u>Key Information Set – Module Data</u>**

Number of credits for this module   30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	16	124	160	300

The table below indicates as a percentage the total assessment of the module which constitutes a:

1   *Written Exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

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:

	Total assessment of the module:	
	Written exam assessment percentage	0%
	Coursework assessment percentage	60%
	Practical exam assessment percentage	40%
		100%

Reading Strategy	***Access and Skills*** Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing. All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely. This guidance will be available in the programme handbook, module handbook and via module information on the VLE. ***Essential Reading*** Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically. ***Further Reading*** Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. All further reading resources will be available via both College and University libraries.
Indicative Reading List	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. • Anderson, A. (Current Edition) *Successful training practice: a manager's guide to self-development.* • Guirdham, M. (Current Edition) *Interactive Behaviour at Work.* Financial Times: Pearson Education. • Hayes, J. (Current Edition) *Interpersonal Skills and Work.* London: Routledge. • Honey, P. (Current Edition) *Learning Log: A way to evidence Learning from Experience.* Maidenhead: Peter Honey Publications. • Pedler, M., Burgoyne, J., Boydell, T. and Welshman, G. (Current Edition) *Self-development in organisations.* London: McGraw-Hill. • Revans, R. (Current Edition) *ABC of Action Learning.* London: Lemos & Crane. • Staubus, M. (Current Edition) *Increase your personal productivity and personal effectiveness.* Harvard Business Essentials.

Part 3: Assessment		
Assessment Strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills. Oral Examination: Utilising experiential learning provided during visits, students will be expected to describe and evaluate the impact of partnership collaborations between sports industries and the communities they serve. It is expected that that students will be able to comment on at least one specific case to illustrate the points they wish to make in discussion. Portfolio: Utilising the level 1 tutorial scheme of work as a framework, students will be expected to engage with a range of study skills that will be evidenced within a portfolio of tasks. These tasks will demonstrate an increasing ability to acquire information, reference, communicate appropriately and make academic judgements alongside demonstrating employability skills in a range of situations. Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design. 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.	

Identify final assessment component and element	Oral Examination.	
% weighting between components A and B (Standard modules only)	**A:**	**B:**
	40%	60%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral Examination (20 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Portfolio and reflective summary report (2500 words)	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%
Component B **Description of each element**	**Element weighting**
1 Portfolio and reflective summary report (2500 words)	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.