



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	School Sport Development				
Module code	UISXS3-30-2	Level	2	Version	1
Owning faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Physical Education and School Sport				
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 2014		Valid to	01 September 2020	

CAP approval date	17 February 2014
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Part 2: Learning and Teaching	
Learning outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Develop a detailed knowledge and understanding of school sport strategies and frameworks and explain the importance of school sport initiatives and structures (B). 2 Evaluate the interrelationships between school sport frameworks and the delivery of the National Curriculum for Physical Education (B). 3 Analyse theoretical concepts in relation to school sport development policy and practice (A, B). 4 Reflect on their experiences, after completing an approved work placement in a programme relevant context for a minimum of 40 hours (A). 5 Interpret and apply key government strategies for school sport to promote participation and inclusive practice (A). 6 Recognise the role of sports governing bodies and funding organisations in the future of school sport, physical activity and physical education (A, B).
Syllabus outline	<ol style="list-style-type: none"> 1 School sport strategies and frameworks. 2 Inclusive practice. 3 Partnership working. 4 School sport event management. 5 Regulation of physical education and school sport initiatives. 6 Placement information and completion. <p>The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.</p>

	<p>Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, BEFORE starting the work placement.</p> <ol style="list-style-type: none"> 1 How to find a suitable work placement. 2 How to apply for a work placement. 3 Identifying own skills relevant to placement. 4 Consideration of future careers. 												
Contact hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">66</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning, including work placement</td> <td style="text-align: right;">228</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self directed study	6	Independent learning, including work placement	228	TOTAL	300				
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Teaching and learning methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. 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>Placement learning Work-based learning equating to a minimum of 40 hours of approved and verified work experience is a compulsory part of this module.</p> <p>To support the compulsory period of work placement the work placement tutor will:</p> <ul style="list-style-type: none"> • Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student construct a personal development plan/work objectives in conjunction with the placement provider. • Monitor progress throughout the placement with the student and placement provider. <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><u>Key Information Set – Module Data</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Number of credits for this module</td> <td style="text-align: center; border: 1px solid black; width: 30%;">30</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">188</td> <td style="text-align: center;">40</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	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	72	188	40	300
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300	72	188	40	300									

	<p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <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> <p>Total assessment of the module:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Reading strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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 readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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"> • Cashmore, E. (Current Edition) <i>Making Sense of Sports</i>. London: Routledge. • Creedon, P. J. (Current Edition) <i>Women, Media and Sport: Challenging gender values</i>. London: SAGE. • Department for Culture, Media and Sport (Current Edition) <i>Policy Action Team 10: Report on social exclusion</i>. London: DCMS. • Horne, J., Tomlinson, A., Whannell, G. & Woodward (Current Edition) <i>Understanding Sport: A socio-cultural analysis</i>. London: Routledge • Houlihan, B. (Current Edition) <i>Sport and Society: A student introduction</i>. London: SAGE. • Houlihan, B. (Current Edition) <i>Sport, Policy and Politics; A comparative analysis</i> London: Routledge. • Houlihan, B. White, A. (Current Edition) <i>Politics of Sport Development</i>. London: Routledge. • Hylton, K. (Current Edition) <i>Sports Development Policy, Process & Practice</i>. London: Routledge. 								

- Rowe, D. (Current Edition) *Global Media Sport: Flows, forms and futures*. London: Bloomsbury Academic.
- Social Exclusion Unit (Current Edition) *Preventing Social Exclusion: Report by the social exclusion unit*. London: Cabinet Office.
- Sport England (Current Edition) *How We Play: the habits of community sport*. Loughborough: Sport England.

Journals:

- European Physical Education Review.
- Journal of Physical Education, Recreation and Dance.
- Journal of Physical Education and Sport Pedagogy.
- Journal of Teaching in Physical Education.
- Journal of Sport, Education and Society; Physical Education and Sport Pedagogy.
- Journal of Sport and Social Issues.

Websites and databases.

- Association for Physical Education <http://www.afpe.org.uk>.
- Cabinet Office <https://www.gov.uk/government/organisations/cabinet-office>.
- Department for Education <http://www.education.gov.uk>.
- Sport England <http://www.sportengland.org>.
- Youth Sport Trust <http://www.youthsporttrust.org>.

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy specifically aims to:</p> <ol style="list-style-type: none"> 1 Ascertain students' learning strengths, weaknesses and continuing developmental needs. 2 Develop students' ability to integrate theory and practice. 3 Develop critical and analytical skills to improve further practice. 4 Enable students to search for, utilise and critique key literature and empirical research. 5 Promote students' individual growth and independent lifelong learning skills. <p>In order for this to be achieved, assessments adopt a variety of techniques such as; reflective oral presentation (which should also include evidence of a completed work placement and an evaluation from the placement mentor), and a report surrounding contemporary curriculum issues. Assessment of practice is undertaken using competency based framework to demonstrate the integration of theory and practice.</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	Report.		
% weighting between components A and B (Standard modules only)		A:	B:
		50%	50%
First Sit			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Reflective oral presentation (30 minutes) (to include evidence of completion of an approved work placement)	100%	
Component B		Element weighting	
Description of each element			
1	Report (2,000 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Reflective oral presentation (30 minutes) (to include evidence of completion of an approved work placement)	100%	
Component B		Element weighting	
Description of each element			
1	Report (2,000 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.			