University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Principles of the Performance Environment				
Module code	UISXSE-30-2		Level	2	Version	1
Owning faculty	Hartpury		Field	Sport Science	
Contributes towards	BSc (Hons) Sport Performance				
UWE credit rating	30	ECTS credit rating	15	Module type	Standard
Pre-requisites	Introduction to the Performance Environment (UISXLW-30-1)		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

Part 2: Learning and Teaching	
Learning outcomes	On successful completion of this module students will be able to: 1 Analyse the client needs for a specific performance environment (A). 2 Evaluate the impact of sport development initiatives in a specific performance environment (B). 3 Assess management practices in a specific performance environment (A, B). 4 Identify specific resourcing avenues that contribute to the performance environment (B). 5 Propose a development strategy, embracing relevant stakeholders, for the client in a specific performance environment (B). 6 Adopt an interdisciplinary approach to apply relevant knowledge to sports performance environment development (A, B).
Syllabus outline	The sport performance environment encompasses the holistic nature of coaching and sport science support to enhance performance. 1 Needs of sport performance environments. 2 Sport development policy and practice. 3 Effect of UK government legislation. 4 Resource management within sport performance environments.. 5 Financial planning considerations for the performance environment. 6 Holistic sport performance considerations.

Contact hours	Indicative delivery modes:	
	Lectures, guided learning, seminars etc.	66
	Self-directed study	6
	Independent learning	228
	TOTAL	**300**

Teaching and learning methods	*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. *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. *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.

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.

Key Information Set – Module Data

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	228	0	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	75%
Practical exam assessment percentage	25%
	100%

Reading strategy	**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.
	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.
	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.
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.
	• Chelladurai, P. (Current Edition) *Managing Organisations for Sport and Physical Activity*. Scottsdale: Holcomb Hathaway. • Houlihan, B. (Current Edition) *Comparative Elite Sport Development: Systems, Structures and Public Policy*. Oxford: Butterworth, Heineman. • Kindt, T. and Rowell, S. (Current Edition). *Achieving excellence in High Performance Sport*. London: Bloomsbury.
	Journals: • International Journal of Performance Analysis in Sport. • Journal of Quantitative Analysis in Sport.
	Websites and databases:
	• Sport England www.sportengland.com. • UK Sport www.uksport.org.uk. • Youth Sport Trust www.yst.org.uk. • UK Legislation www.legislation.gov.uk. • Health and Safety Executive www.hse.gov.uk. • Sport and Recreational Alliance www.sportandrecreationalliance.org.uk.

Part 3: Assessment		
Assessment Strategy	Students will complete a group oral presentation **(a group mark will be assigned)** analysing client needs within a specific performance environment. This will be followed by a written assignment, whereby students will propose a development strategy to enhance the relevant performance environment. This would represent an industry standard needs analysis contract and proposed action planning pitch. Formative assessment opportunities will be provided through discussions within seminar contact time. 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 VLE.	

Identify final assessment component and element	Group oral presentation		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		25%	75%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Group oral presentation (30 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Written assignment (2,500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Individual oral presentation (10 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Written assignment (2,500 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.	

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