CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data						
Module title	Developing the Performance Environment					
Module code	UISXSG-30-2		Level	2	Version	1
Owning faculty	Hartpury		Field	Sport Science		
Contributes towards	FdSc Sport Performance					
UWE credit rating	30	ECTS credit rating	15	Module type	Standard	
Pre-requisites	Learning in the Performance Environment (UISXLY-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 Assess management practices in a specific performance environment (B). 2 Analyse the client needs for a specific performance environment (B). 3 Identify the application of theory to practice within a performance environment (A). 4 Adopt an interdisciplinary approach to apply relevant knowledge to sports performance environment development (A, B).
Syllabus outline	1 Needs of sports performance environments. 2 Key elements of performance environments and how they impact performance. 3 Maximising various client/agency performance environments. 4 National and local policies, strategies and practices which can provide specific opportunities to achieve requirements and needs of client/agencies performance environments. 5 Health and safety/risk assessment/employment/financial/legal responsibilities of performance environments. 6 Links between motivation, leadership and team working. 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.

	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. 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	Indicative delivery modes: Lectures, guided learning, seminars etc. 14 Self-directed study 6 Independent learning, including work placement 280 **TOTAL HOURS** **300**
Teaching and learning methods	***Scheduled learning*** May include lectures, seminars, tutorials, supervision of placement activity, work based learning. ***Independent learning*** May include hours engaged with essential reading, assignment preparation and completion etc. ***Placement learning*** Work-based learning equating to a minimum of 110 hours of approved and verified work experience is a compulsory part of this module. To support the compulsory period of work placement the work placement tutor will: • 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. ***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	20	170	110	300

	The table below indicates as a percentage the total assessment of the module which constitutes:
	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. • Burton, D. and Raedeke, T. D. (Current Edition). *Sport Psychology for Coaches.* Leeds: Human Kinetics. • Houlihan, B. and Green, M. (Current Edition). *Routledge Handbook of Sports Development*. London: Routledge. • Kyndt,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 http://www.sportengland.com. • UK Sport http://www.uksport.org.uk. • Youth Sport Trust http://www.yst.org.uk. • UK Legislation http://www.legislation.gov.uk.

	• Health and Safety Executive http://www.hse.gov.uk.
	• Sport and Recreational Alliance http://www.sportandrecreationalliance.org.uk.

Part 3: Assessment		
Assessment Strategy	Students will complete an oral presentation and logbook of the performance environment (placement) and a written assessment designed to identify how the performance environment can be enhanced. 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 the VLE.	
Identify final assessment component and element	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 Oral presentation to include evidence (after completing 110 hours of work in an approved work placement) (15 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 Oral presentation to include evidence (after completing 110 hours of work in an approved work placement) (15 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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