

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Developing the Performance Environment				
Module code	UISXSG-30-2	Level	2	Version	3.0
UWE credit rating	30	ECTS credit rating	15	WBL module?	No
Owning faculty	Hartpury	Field	Sport Science		
Department	Sport	Module type	Standard		
Contributes towards	FdSc Sport Performance				
Pre-requisites	Learning in the Performance Environment (UISXLY-30-1)	Co-requisites	None		
Excluded combinations	None	Module entry requirements	None		
First CAP approval Date	17 February 2014	Valid from	01 September 2014		
Revision CVC Approval Date	V2.1- 18 February 2016 V3.0- 02 May 2018	Revised with effect from	V2.1- 01 September 2016 V3.0- 01 September 2018		

Review date	01 September 2024
--------------------	-------------------

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 Assess management practices in a specific performance environment (B). 2 Analyse the client needs for a specific performance environment (B). 3 Adopt an interdisciplinary approach though providing recommendations for improvement of the performance environment (B). 4 Evaluate their personal development through reflection work placement experience (A). 5 Justify an action plan for future learning and career development (A). 6 Discuss and evaluate the application of theory to practice within a performance environment (A). 						
Syllabus outline	<ol style="list-style-type: none"> 1 Needs of sports performance environments. 2 Placement event and engagement with Innovation, Careers and Enterprise services. 3 Key elements of performance environments and how they impact performance. 4 Maximising various client/agency performance environments. 5 Interdisciplinary approach to sport. 6 Management practices. 7 Links between motivation, leadership and team working. 8 Personal development and reflection. 9 Work based learning equating to 140 hours in a specific sports context, including practical, planning and reflecting. 						
Contact hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border: none;"> <tr> <td>Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">14</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;">280</td> </tr> </table>	Lectures, guided learning, seminars etc.	14	Self-directed study	6	Independent learning, including work placement	280
Lectures, guided learning, seminars etc.	14						
Self-directed study	6						
Independent learning, including work placement	280						

	TOTAL HOURS	300										
Teaching and learning methods	<p>Scheduled learning May include lectures, seminars, tutorials, supervision of placement activity, work based learning.</p> <p>Independent learning May include hours engaged with essential reading, assignment preparation and completion etc.</p> <p>Placement learning Work-based learning equating to a minimum of 140 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 student will be allocated a work placement tutor who will support the student where necessary.</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><u>Key Information Set – Module Data</u></p> <p>Number of credits for this module 30</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">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: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">20</td> <td style="text-align: center;">140</td> <td style="text-align: center;">140</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	20	140	140	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours								
300	20	140	140	300								

	<p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <p>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> <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" data-bbox="384 591 1177 734"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
Written exam assessment percentage	0%								
Coursework assessment percentage	75%								
Practical exam assessment percentage	25%								
	100%								
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> <p>Books:</p> <p>Burton, D. and Raedeke, T. D. (Current Edition) <i>Sport Psychology for Coaches</i>. Leeds: Human Kinetics.</p> <p>Houlihan, B. and Green, M. (Current Edition) <i>Routledge Handbook of Sports Development</i>. London: Routledge.</p> <p>Kyndt, T. and Rowell, S. (Current Edition) <i>Achieving Excellence in High Performance Sport</i>. London: Bloomsbury.</p> <p>Aycan, Z., Kanungo, R. and Mendonca, M. (Current Edition) <i>Organizations and Management in Cross-Cultural Context</i>. London: Sage.</p> <p>Sotiriadou, P. and De Bosscher, (Current Edition) <i>Managing High Performance Sport</i>. Oxon: Routledge.</p> <p>Journals:</p> <p>International Journal of Performance Analysis in Sport.</p> <p>Journal of Quantitative Analysis in Sport.</p>								

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy has been devised with an employability focus. There are front loaded sessions for this module, with a work placement supervisor provided to all students once the teaching has finished. This is a work-based module, with component B encouraging students to analyse their chosen performance environment, which could be their work placement environment.</p> <p>After completing their 140 hours of work placement, Component A encourages the student to reflect on their personal development and academic learning through an oral assessment. The oral assessment also promotes key employability skills such as public speaking and use of technology to present their information in a creative manner. The oral assessment will include the relevant placement approval certificate and signed log on 140 hours.</p> <p>The Work Placement Coordinator will be utilised within this process to provide approval certificates for each students before the placement hours can commence.</p> <p>Formative assessment opportunities will be provided through discussions within seminar contact time.</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 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 140 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 140 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 a retake of the module under the University Regulations and Procedures, the assessment will be indicated by the Module Description at the time that retake commences.