# University of the West of England BRISTOL

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Contemporary Issues in Sports Education | | | | | |
| Module Code | UISV3V-15-3 | | Level | 3 | Version | 2 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No | |
| Owning Faculty | Hartpury | | Field | Sport Science | | |
| Department | Sport | | Module Type | Standard | | |
| Contributes towards | BSc (Hons) Equestrian Sports Coaching<br>BSc (Hons) Physical Education and School Sport<br>BSc (Hons) Sport and Exercise Sciences<br>BSc (Hons) Sport and Exercise Sciences (SW)<br>BSc (Hons) Sports Coaching<br>BSc (Hons) Sports Performance<br>BSc (Hons) Sports Studies (Top-up)<br>MSci Sports Coaching Development | | | | | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| Valid From | 01 September 2016<br>V2.0- 01 September 2018 | | Valid to | 01 September 2024 | | |
| Initial CAP Approval Date | 12 January 2015 | | Revised CVC Approval Date | V2.0- 02 May 2018 | | |

| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Critically appraise the challenges inherent to applying current statutory frameworks and theory-based recommendations to practice within a range of sports education environments. (A, B)<br><br>2. Synthesise current research and individual experiential learning 'moments' in order to inform future practice and assess personal learning needs.  (A, B)<br><br>3. Construct arguments that illustrate contemporary standards for best practice in a distinct sports education environment. (A, B)<br><br>4. Critically evaluate core personal, transferable and professional skills as both 'group worker' and individual presenter.  (A, B) |
| Syllabus Outline | Module content will include:<br><br>• Theories delineating 'expertise' – definitions and development<br>• Professional development – strategies, pathways, models<br>• Cross-context statutory requirements – safeguarding, inclusion<br>• Contemporary educational approaches to the core domains outlined by Sports Coach UK – children, disabled learners, talented athletes |

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| | • National Curriculum (2014) - revision and application<br>• Adult learning theories – principles and practical implications<br>• Sport as a vehicle for social 'change' and community engagement<br>• Relating coach and teacher education to contextualised practice |
| Contact Hours | Indicative delivery modes:<br>• Lectures, guided learning, seminars etc.      33<br>• Self-Directed learning      3<br>• Independent learning      114<br>TOTAL      150 |
| Teaching and Learning Methods | This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.<br><br>**Scheduled Learning**<br>May include lectures, seminars, tutorials, assessment preparation supervision and guest speaker workshops from industry-based professionals.<br><br>**Independent Learning**<br>May include hours engaged with essential reading, assignment preparation and completion.<br><br>**Voluntary Work Experience**<br>Students are encouraged to engage in voluntary work experience to enhance the theory to practice relationship.<br><br>**Virtual Learning Environment (VLE)**<br>This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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**

| | | | | | |
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| *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 | |
|---|---|---|---|---|---|
| 150 | 36 | 114 | 0 | 150 | ✓ |

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

**Written Exam**: Unseen written exam, open book written exam, In-class test
**Coursework**: Written assignment or essay, report, dissertation, portfolio, project
**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 | | 50% |
| Practical exam assessmement percentage | | 50% |
| | | 100% |

| **Reading Strategy** | **Essential Reading**<br>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.<br><br>**Further Reading**<br>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.<br><br>**Access and Skills**<br>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.<br><br><br>Books:<br><br>Armour, K. (Current Edition) *Sport Pedagogy: an Introduction for Teaching and Coaching.* London: Pearson.<br><br>Burton, D. and Raedcke, T. D. (Current Edition) *Sport Psychology for Coaches.* Leeds: Human Kinetics.<br><br>Capel, S. & Whitehead, M. (Current Edition) Debates in Physical Education.<br><br>London: Routledge.<br><br>Cassidy, T., Jones, R.L. and Potrac, P. (Current Edition) *Understanding Sports Coaching – The Social, Cultural and Pedagogical Foundations of Coaching Practice.* London: Routledge.<br><br>Chelladurai, P. (Current Edition) *Managing Organisations for Sport and Physical Activity.* Scottsdale: Halcomb Hathaway.<br><br>Dowling, F., Fitzgerald, H. and Flintoff, A. (Current Edition) *Equity and Difference in Physical Education, Youth Sport and Health: A narrative approach*. London: Routledge.<br><br>Grout, H. and Long, G. (Current Edition) *Improving Teaching and Learning in Physical Education.* Maidenhead: Open University Press.<br><br>Jones, R.L. (Current Edition) *The Sports Coach as Educator. Reconceptualising Sports Coaching.* London: Routledge. |

Harris, K. (Current Edition) *Enhancing Coaches' Experiential Learning Through CoPs: An Action Research Study.* London: Lambert Academic Publishing.

Kidman, L. (Current Edition) *Developing Decision Makers: An Empowerment Approach to Coaching.* Auckland: Innovative Print Communications.

Kidman, L. (Current Edition) *Athlete-Centred Coaching: Developing Inspired & Inspiring People.* Auckland: Innovative Print Communications.

Lyle, J. (Current Edition) *Sports Coaching Concepts – A Framework for Coach's Behaviour.* London: Routledge.

Lyle, J and Cushion, C. (Current Edition) *Sport Coaching; Professionalisation and Practice.* London: Churchill Livingstone Elsevier.

Kirk, D., Macdonald, D. and O'Sullivan, M. (Current Edition) *Handbook of Physical Education.* London: SAGE

Stidder, G. and Hayes, S. (Current Edition) *Equity and Inclusion in Physical Education and Sport.* London: Routledge.

White, J. (Current Edition) *Rethinking the School Curriculum.* London: Routledge

Williams, A. (Current Edition) *Primary School Physical Education: Research into Practice.* London: Routledge.


Journals:

Sport, Education and Society.

Physical Education and Sport Pedagogy.

International Journal of Sport Science and Coaching.

Sports Coaching Review.

Sociology of Sport.

The Sport Psychologist.

Research Quarterly for Sport & Exercise.

Reflective Practice.


Websites:

Sports Coach UK www.sportscoachuk.org

Sport England www.sportengland.org

| Part 3: Assessment | |
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| Assessment Strategy | The assessment strategy comprises two assignments with complementary aims: <br><br> The Component A, an individual poster presentation will allow students to experience a 'work-like' assessment task, presenting to a group, in order to research and reflect upon industry standards for resource development and allied communication that acknowledges a distinct context for practice. <br><br> The Component B report seeks to develop the students' critical awareness of contemporary issues within the policy, professional development and personal practice associated with their potential sites for future employment. <br><br> Both assessment components enhance the students' ability to identify personal learning needs and current best practice standards in order to develop a professional development plan. <br><br> 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 | Individual Poster Presentation | | |
|---|---|---|---|
| | | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | **50%** | **50%** |

| **First Sit** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
|    1. Individual Poster Presentation (20 minutes) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
|    1. Written Report   (1500 words) | 100% |

| **Resit (further attendance at taught classes is not required)** | |
|---|---|
| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
|    1. Individual Poster Presentation (20 minutes) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
|    1. Written Report  (1500 words) | 100% |

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.