

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|---------------------------|-------------------|-------------|----|
| Module Title | Professional Development in Sport | | | | |
| Module Code | UISV46-30-3 | Level | 3 | Version | 1 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No |
| Owning Faculty | Hartpury | Field | Sport Science | | |
| Department | Sport | Module Type | Project | | |
| Contributes towards | BSc (Hons) Sports Studies (Top-Up) MSci Sports Coach Development | | | | |
| Pre-requisites | None | Co- requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | None | | |
| Valid From | 01 September 2015 | Valid to | 01 September 2021 | | |

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| CAP Approval Date | 12 January 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> Critically evaluate the importance of a range of pre-requisite skills and work-based experiences associated with a job opportunity in a distinct sports industry. (A) Design, refine and critically reflect upon a personal learning needs plan targeted towards developing key professional and transferable skills in a distinct sports industry job opportunity. (A) Critically appraise complex and unpredictable industry situations in order to make informed decisions and critically assess their impact upon relevant stakeholders. (A) Synthesise a broad range of theoretical and context-bound information in order to refine a project proposal and make best practice recommendations. (A) |
| Syllabus Outline | <p>Students will be given opportunity to develop key skills required when entering the sports industry. This includes a chance for students to think about their own personal development plans, consider how they might make decisions in the workplace as well as plan or put into place a project specific to their industry of interest.</p> <ul style="list-style-type: none"> Introduction to online learning environments, Strengths, Weaknesses, Opportunities and Threats analysis, job profiling, personal development profiling, formal project propositions. |

| Contact Hours | <p>Indicative delivery modes:</p> <ul style="list-style-type: none"> • Lectures, guided learning, seminars etc. 33 • Self directed learning 44 • Independent learning 223 <p>Total 300</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|-------------------------|---|-------------------------|---|-----------------|--|-----|----|-----|---|-----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------|--|------------------------------------|----|----------------------------------|------|--------------------------------------|----|--|------|
| Teaching and Learning Methods | <p>Lectures will be frontloaded in each semester, and students will be able to attend sessions which are specific to them, particularly when considering the development of their project. The VLE will also allow for formative assessment points throughout the year and will be developed to feel like a virtual career development programme.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision,</p> <p>Independent learning includes 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.</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> <table border="1" data-bbox="480 987 1378 1379"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>77</td> <td>223</td> <td>0</td> <td>300</td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</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> <table border="1" data-bbox="595 1783 1270 2018"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <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;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | 300 | 77 | 223 | 0 | 300 |  | | | | | | | | | | | | | | | | | | | Total assessment of the module: | | Written exam assessment percentage | 0% | Coursework assessment percentage | 100% | Practical exam assessment percentage | 0% | | 100% |
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| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Reading Strategy</p> | <p>Essential 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 their 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 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> |
| <p>Indicative Reading List</p> | <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>Johnson, R. S., Mims-Cox, J. S. and Doyle-Nichols, A (Current Edition). <i>Developing Portfolios in Education – A guide to Reflection, Inquiry and Assessment</i>. London: Sage Publications Inc.</p> <p>Pritchard, A. (Current Edition) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i>. London: SAGE.</p> <p>Journals</p> <p>International Journal of Sport Science and Coaching</p> <p>Journal of Physical Activity and Health</p> <p>Journal of Sport Management</p> <p>Journal of Sport Rehabilitation</p> <p>The Sport Psychologist</p> <p>Websites</p> <p>UK Sport www.ukssport.gov.uk</p> <p>BASES www.bases.gov.uk</p> |

| <p>Part 3: Assessment</p> | |
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| <p>Assessment Strategy</p> | <p>Summative assessment centres upon the completion of a portfolio-based collation of professional and organisational literature as well as personal development action planning. The portfolio will mirror a district industry narrative whereby the student will provide evidence of considering their own strengths and weaknesses for an industry specific job opportunity, explore how work-based decisions can impact on individual effectiveness and</p> |

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| | <p>compose and pitch a project for their chosen industry.</p> <p>This assessment allows for the student to consider their next steps into employment and gives opportunity to reflect upon scenarios they may experience in the sports industry.</p> <p>Via the use of the VLE, students will experience this 'job' in a virtual environment, submitting work in an online form for formative feedback throughout the duration of the project.</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> |
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| Identify final assessment component and element | Career development portfolio | |
| % weighting between components A and B (Standard modules only) | A: 100% | B: 0% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Career development portfolio (equivalent to 4000 words) | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Career development portfolio (equivalent to 4000 words) | 100% | |
| <p>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.</p> | | |