University of the West of England BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Professional Development Project						
Module Code	UISV5C-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) Physical Education and School Sport MSci Sports Coach Development						
Pre-requisites	None		Co- requisites	None			
Excluded Combinations	None		Module Entry requirements	None			
Valid From	01 September 2015 V2.0- 01 September 2018		Valid to	01 September 2024			
Initial CAP Approval Date	03 February 2015		Revised CVC Approval Date	V2.0- 02 May 2018			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically appraise their personal and professional needs to enhance their future employability. (A) 2. Attend a CPD opportunity provided in class and critically evaluate the relative impact that this has on the development of their own teaching practice in Physical Education. (A) 3. Design and deliver a CPD event to current professional standards, demonstrating a detailed understanding of current literature and best practice. (A) 4. Critically evaluate the impact of a CPD event upon the attendees' learning experiences and the facilitator's own skills development. (A)
Syllabus Outline	• Understanding industry standards in teaching (statutory requirements for teaching Physical Education through the national curriculum floor standards). • CPD and employability (identifying and attending additional activities to enable high quality Physical Education to be taught). • Presentation skills (delivery of CPD event). • Developing effective teaching and learning skills. • Outreach opportunities (working with NGBs, agencies and schools to address own CPD needs and further develop employability skills).
Contact Hours	Student learning will take place across lectures, seminars, tutorials and situated learning experiences. Independent learning will also take place through the completion of a CPD activity within the module. Indicative delivery modes: • Lectures, guided learning, seminars etc. 33

	• Self-directed learning	3
	• Independent learning	114
	TOTAL	150

Teaching and Learning Methods	The teaching and learning strategy of this module is designed to provide students with a situational learning experience. Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Contact time will be divided between a combination of lectures and seminars to guide and complete students' situational learning experience. Tutorial hours and a mentor will also be assigned to the student to facilitate their learning development. **Scheduled learning** includes lectures, seminars, tutorials, demonstration, practical classes and workshops. **Independent learning** takes place through the identification and attendance of relevant CPD event. It also includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. **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				15	

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			0%	
	Practical exam assessment percentage			100%	
				100%	

Reading Strategy	**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. **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. **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.
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. Books Cashmore, E. (Current Edition) *Making Sense of Sport*. London: Routledge. Creed, P.J. (Current Edition) *Women, Media and Sport: Challenging Gender Values.* London: SAGE Department for Culture, Media and Sport (Current Edition) *London 2012: A Legacy for Disabled People, Setting New Standards, Changing Perceptions.* London: DCMS Horne, J., Tomlinson, A., Whannell, G. and Woodward (Current Edition) *Understanding Sport: A Social-Cultural Analysis.* London: Routledge Houlihan, B. (Current Edition) *Sport and Society: A student introduction.* London: SAGE. Houlihan, B. (Current Edition) *Sport, Policy and Politics: A comparative analysis*. London: Routledge. Houihan, B. and White, A. (Current Edition). *Politics of Sport Development*. London: Routledge. Sports England (Current Edition). *How We Play: The Habits of Community Sport*. Loughborough: Sport England. Journals:

	European Physical Education Review
	Journal of Physical Education, Recreation and Dance
	Journal of Teaching in Physical Education
	Journal of Sport, Education and Society; Physical Education and Sports Pedagogy
	Journal of Sport and Social Issues
	Websites:
	Department of Education http://www.education.gov.uk
	Sport England http://www.sportengland.org/
	Youth sport trust http://www.youthsporttrust.org
	Association for Physical Education http://www.afpe.org.uk
	Matalan Sporting Promise http://www.sportingpromise.co.uk/
	Active Gloucestershire http://www.activegloucestershire.org
	Gloucestershire sport coaching http://www.connect2coaching.org.uk
	Gloucester schools partnership http://www.gloucesterschoolspartnership.org.uk

Part 3: Assessment	
Assessment Strategy	The assessment strategy specifically aims to: 1. Ascertain students' learning strengths, weaknesses and continuing developmental needs. 2. Develop students' ability to integrate theory and practice. 3. Develop critical and analytical skills to improve further practice. 4. Enable students to search for, utilise and critique key literature and empirical research. 5. Promote students' individual growth and independent lifelong learning skills The practical examination will be completed in small groups, although will be individually graded. Students will be required to practically demonstrate their ability to plan and run a CPD event based on their own in class experiences of such activities. Following delivery of the event students will have to critically evaluate their role in the process, integrating theory into practice, and appraise their personal and professional developmental needs as a result. Assessment of practice is undertaken using competency based framework to demonstrate the integration of theory and practice. 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	Practical Examination		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	**0%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Practical Examination (40 minutes)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Practical Examination (40 minutes)	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.