UWE University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Academic Skills for Sport				
Module Code	UISXKY-15-1	Level	1	Version	2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Sports Coaching FdSc Sports Coaching BSc (Hons) Sports Performance FdSc Sports Performance BSc (Hons) Sports Conditioning & Injury Management BSc (Hons) Sports Conditioning & Injury Management (SW) BSc (Hons) Physical Education and School Sport BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None	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 Manage the transition into university level study (A). 2 Develop academic skills which underpin effective study in sport (A). 3 Understand key principles of enquiry relating to literature searching (A). 4 Describe what is meant by research and explain its significance in the sports industry (A). 5 Describe a variety of tools and techniques used in sport research (A). 6 Consider ethical approaches pertinent to the sport research process (A). 7 Understand basic statistics and qualitative analysis and when to use such analysis in sports research (A). 8 Understand the various mediums and formats of presenting information (A).
Syllabus Outline	1 Develop a rounded appreciation of the subject programme. 2 Academic study skills – avoiding plagiarism, finding and accessing learning resources, essay techniques and referencing in academic writing. 3 Types of research and their application and significance within sport. 4 The purpose and value of research in sport. 5 Careers in sport that involve research skills. 6 Research ethics and value. 7 Reviewing research papers.

Contact Hours	Indicative delivery modes:
	Lectures, guided learning, seminars etc 33 Self directed study 3 Independent learning 114 **TOTAL HOURS** **150**
Teaching and Learning Methods	Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their independent learning. The learning approaches will be negotiated between the student and the supporting tutor. Contact time will be divided through a combination of lectures, seminars and workshop sessions. It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at undergraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. VLE, email and phone calls will be used to keep in touch with students between scheduled sessions. *Scheduled Learning* May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. *Independent Learning* May include 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. Scheduled sessions may vary slightly depending on the module choices you make. *Placement Learning* May include a practice placement, other placement, year abroad. *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 <table><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> The table below indicates as a percentage the total assessment of the module which constitutes a: 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.

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| | 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.

- Cottrell, S. (Current Edition). *The Study Skills Handbook.* Hampshire, UK: Palgrave Macmillan.
- Jones, I. and Gratton, C. (Current Edition) *Research Methods for Sport Studies.* London: Routledge.
- McMillan K. and Weyers J. (Current Edition). *How to write essays and assignments.* Essex, UK: Prentice Hall.
- McMillan K. and Weyers J. (Current Edition). *How to succeed in Exams and Assessments.* Essex, UK: Prentice Hall.
- Silverman, D. (Current Edition). *Doing Qualitative Research.* London: Sage.
- Thomas, J. and Nelson, J.K. (Current Edition). *Research Methods in Physical Activity.* Champaign, IL: Human Kinetics. |

Part 3: Assessment	
Assessment Strategy	The module is assessed using a poster defence which consists of two distinct elements. The first is the production of a poster which will allow students to demonstrate knowledge and understanding of academic study and research skills and the various mediums in which information and data can be presented. The second element offers students an opportunity to articulate and justify their applied understanding of a particular concept through an oral defence. 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 Poster Defence.

% weighting between components A and B (Standard modules only)	**A:**	**B:**
	100%	0%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Poster Production (A3 size)	75%
2 Oral Poster Defence (10 minutes maximum)	25%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Poster Production (A3 size) including Oral Poster Defence (10 minutes maximum)	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.