

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Comparative Sports Project				
Module Code	UISXL5-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	BSc (Hons) Sports Coaching FdSc Sports Coaching				
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 2013		Valid to	01 September 2019	

CAP Approval Date	24 June 2013
--------------------------	--------------

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 Describe, debate and discover key historical and political influences that have shaped the organisation of, and coaching practice in, a chosen sport (A, B). 2 Understand physiological systems and capabilities which underpin athletic performance and associated coach planning in a chosen sport (B). 3 Consider basic approaches to profiling athletes and analysing performance and how such data influences a coach's long term planning (B). 4 Compare and contrast the influence of contemporary ethical issues upon the organisation of, and coaching practice in, a chosen sport (A, B). 5 Demonstrate effective sport research skills associated with the design and completion of a synoptic comparative sports project (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 <i>Scientific</i> foundations to performance: Energy systems supporting and limiting athletic performance; dietary and energy demands for supporting high performance athletes. 2 <i>Profiling</i> performances and performers: Planning and prioritising methods employed by performance coaches. 3 <i>Organisational</i> structures for competitions and coaching awards: Historical, social and political influences upon sport structures. 4 <i>Rules</i>, regulations, refereeing for a named sport: Etiquette and ethical issues (performance drugs, professionalism). 5 <i>Themes</i> and contemporary debates running across and within sports: Comparisons across countries, contexts and performance levels.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150				
Lectures, guided learning, seminars etc	33												
Self directed study	3												
Independent learning	114												
TOTAL	150												
Teaching and Learning Methods	<p>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 117 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. Virtual learning environment (VLE), email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p>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.</p> <p>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.</p> <p>Virtual Learning Environment (VLE) This module 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 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>Key Information Set – Module Data</p> <table border="0"> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 15%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 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>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>	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
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									

	<p>Total assessment of the module:</p> <table border="1" data-bbox="927 226 1058 365"> <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>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.</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 the 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>								
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> <ul style="list-style-type: none"> • Coakley, J. J. (Current Edition) <i>Sports in Society: Issues and Controversies</i>. University of Michigan: McGraw-Hill. • Davis, B., Bull, R., Roscoe, J. & Roscoe, D. (Current Edition) <i>Physical Education and the Study of Sport</i>. London: Harcourt Publishers Ltd. • Department for Culture, Media & Sport/Strategy Unit (Current Edition) <i>Game Plan: A Strategy for Delivering Government's Sport and Physical Activity Objectives</i>. London: DCMS/Strategy Unit. • Jones, R., Armour, K. and Potrac, P. (Current Edition) <i>Sport Coaching Cultures: From Theory to Practice</i>. London: Routledge. • Powers, S.K. & Howley, E.T. (Current Edition) <i>Exercise Physiology: Theory and Application to Fitness and Performance</i>. London: McGraw-Hill. • Sports coach UK. (Current Edition) <i>Defining and Conceptualising 'Professions', 'Professionalism' and the 'Professionalisation of Coaching' in the UK</i>. Leeds: The National Coaching Foundation. • Sports coach UK. (Current Edition) <i>United Kingdom Action Plan for Coaching (UKAPC)</i>. Leeds: The National Coaching Foundation. 								

Part 3: Assessment			
Assessment Strategy	<p>The module is assessed via two distinct assessments:</p> <p>The first is the completion of an oral presentation offering students an opportunity to articulate their applied understanding of comparisons between sports coaching contexts.</p> <p>The second is the production of a written comparative synoptic report 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.</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)		Element weighting	
Description of each element			
1	Oral presentation (10 minutes maximum)	100%	
Component B		Element weighting	
Description of each element			
1	Written coursework report (1875 words maximum)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Oral presentation (10 minutes maximum)	100%	
Component B		Element weighting	
Description of each element			
1	Written coursework report (1875 words 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.			