

## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to the Performance Environment				
Module Code	UISXLW-30-1		Level	1	Version 2
Owning Faculty	Hartpury College		Field	Sport	
Contributes towards	BSc (Hons) Sport Performance				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013 V2- 01 September 2018		Valid to	01 September 2024	

Initial CVC Approval Date	24 June 2013	Revised CVC Approval Date	V2- 02 May 2018
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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"> <li>1 Discuss and appraise the structure of relevant governing bodies and a range of sports development approaches (B).</li> <li>2 Discuss a range of suitable adaptations to facilitate participation across a variety of age ranges (B).</li> <li>3 Reinforce ALL themes studied at current level adopting an interdisciplinary approach (A, B).</li> <li>4 Interpret local and national policies regarding sport and its wider agenda (B).</li> <li>5 Analyse local and national community needs, taking into account the performance environment including health and safety (B).</li> <li>6 Understand the role and responsibilities of the team leader and the difference between leadership and management (A, B).</li> <li>7 Understand a range of leadership styles, their benefits and potential impact on individuals and performance (A, B).</li> <li>8 Develop the ability to rationalise decisions to inform future learning (A).</li> <li>9 Demonstrate effective communication on your performance environment (A, B).</li> <li>10 Reflect upon personal development and demonstrate synoptic links across programme learning outcomes and experiences (B).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Organisation structures in sport performance.</li> <li>2 Sports participation and high performance.</li> <li>3 Utilising interdisciplinary knowledge in sport performance.</li> <li>4 Leadership within sports performance.</li> <li>5 Work-based learning.</li> <li>6 Decision making in practice.</li> </ol>

Contact Hours	Indicative delivery modes:  Lectures, guided learning, seminars etc66 Self directed study6 Independent learning228 <b>TOTAL300</b>																		
Teaching and Learning Methods	<p>Module delivery will be via interactive lead lectures and group work. Further tutorial interviews and tasks will prepare students for working within the community.</p> <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. Given the varied and eclectic nature of the module the learning approaches will be negotiated between the student and the supporting tutor. Contact time will be divided through a combination of lectures, practical sessions and placement support.</p> <p>Approval must have been granted by the college prior to work-based learning, with all attendant paperwork completed and signed off by both the provider and the module's placement tutor.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, project supervision, practical classes and workshops; fieldwork; work based learning.</p> <p><b>Independent Learning</b> May include hours engaged with essential reading, assignment preparation and completion. 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><b>Virtual Learning Environment (VLE)</b> 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 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><b>Key Information Set – Module Data</b></p> <table><tr><td>Number of credits for this module</td><td>30</td></tr></table> <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>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <table><tr><td>1</td><td><i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</td></tr><tr><td>2</td><td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td></tr><tr><td>3</td><td><i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</td></tr></table>	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	300	72	228	0	300	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.
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	<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> <p>Total assessment of the module:</p> <table> <tr> <td>Written exam assessment percentage</td><td>0%</td></tr> <tr> <td>Coursework assessment percentage</td><td>50%</td></tr> <tr> <td>Practical exam assessment percentage</td><td>50%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Coursework assessment percentage	50%								
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	100%								
Reading Strategy	<p><b>Essential Reading</b></p> <p>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.</p> <p><b>Further Reading</b></p> <p>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.</p> <p><b>Access and Skills</b></p> <p>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"> <li>• Burton, D. and Raedcke, T. D. (Current Edition). <i>Sport Psychology for Coaches</i>. Leeds: Human Kinectics.</li> <li>• Cassidy, T., Jones, R.L, &amp; Potrac, P. (Current Edition) <i>Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice</i>. London: Routledge.</li> <li>• Chelladurai, P. (Current Edition) <i>Managing organisations for sport and physical activity</i>. Scottsdale: Halcomb Hathaway.</li> <li>• Houlihan, B. (Current Edition) <i>Comparative elite sport development: systems, structures and public policy</i>. Oxford: Butterworth, Heineman.</li> <li>• Jones, R.L., Armour, K. &amp; Potrac, P. (Current Edition) <i>Sports Coaching Cultures – From theory to practice</i>. London: Routledge.</li> <li>• Jones, R.L. (Current Edition). <i>The sports coach as educator. Reconceptualising sports coaching</i>. London: Routledge</li> <li>• Lussier, R. (Current Edition) <i>Sport Management: principle, applications, skill development</i>. Cincinnati, US: Thomson/South-Western.</li> <li>• Lyle, J. (Current Edition) <i>Sports Coaching Concepts – A framework for coach's behaviour</i>. London: Routledge</li> <li>• Kidman, L. (Current Edition). <i>Developing Decision Makers: An empowerment approach to coaching</i>. NZ: Innovative Print Communications.</li> <li>• Kidman, L. (Current Edition). <i>Athlete-Centered Coaching: Developing Inspired &amp; Inspiring People</i>. NZ: Innovative Print Communications.</li> <li>• Wilmore, J. H., Costill, D. L. and Kenney, W. L. (Current Edition). <i>Physiology of Sport and exercise</i>. Leeds. Human kinectics.</li> </ul>								

Part 3: Assessment			
Assessment Strategy	1	Reflect the learning undertaken at specific stage.	
	2	Ascertain students' learning strengths, weaknesses and continuing developmental needs.	
	3	Develop students' ability to integrate theory and practice	
	4	Develop analytical skills to improve further practice	
	5	Enable students to search for and utilise evidence	
	6	Promote students' individual growth and independent lifelong learning skills	
		In order for this to be achieved, assessments adopt a variety of techniques such as; oral examination and written assignment.	
		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 Examination.	
% weighting between components A and B (Standard modules only)		A:	B:
		50%	50%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral Examination (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written Assignment (2500 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral Examination (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written Assignment (2500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			