

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Learning in the Performance Environment				
Module Code	UISXLY-30-1	Level	1	Version	1
Owning Faculty	Hartpury College	Field	Sport		
Contributes towards	FdSc 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		Valid to	01 September 2019	

<b>CAP Approval Date</b>	24 June 2013
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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 (A).</li> <li>2 Discuss a range of suitable adaptations to facilitate participation across a variety of age ranges (A, 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 (A).</li> <li>5 Analyse local and national community needs, taking into account the performance environment including health and safety (A, B).</li> <li>6 Evaluate the effectiveness of performance and/or participation strategies of your placement provider. (B).</li> <li>7 Develop the ability to rationalise decisions to inform future learning (A, B).</li> <li>8 Demonstrate effective communication on your performance environment (B).</li> <li>9 Engage with appropriate sport performance providers for a minimum of 80 hours (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 Work based learning equating to 80 hours in a specific sports context, including practical, planning and reflecting.</li> <li>5 Prior placement approval must have been granted by the college, with all attendant paperwork completed and signed off by both the placement provider and the module's placement tutor, before any portion of the total number of placement hours is completed.</li> <li>6 Personal learning in placement environment</li> <li>7 Decision making in practice.</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">14</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning, including work placement</td> <td style="text-align: right;">280</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>300</b></td> </tr> </table>	Lectures, guided learning, seminars etc	14	Self directed study	6	Independent learning, including work placement	280	<b>TOTAL</b>	<b>300</b>							
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Teaching and Learning Methods	<p>The initial module delivery will be via interactive lead lectures and group work. Further tutorial interviews and tasks will prepare students for their placement, during which they will receive an on-site visit that will complement an end of placement debrief. The placement is deemed very important as it provides the student with the opportunity to gain first-hand experience of the performance environment and what is required for success.</p> <p>This module is a pre-requisite to Developing the Performance Environment at year 2 FdSc Sport Performance. Students are reminded the importance of the placement required for this module, should the 110 hours required not be approved via Hartpury process or full hours achieved then the student CANNOT take the next placement module in their second year, this will ultimately affect the date the student will graduate</p> <p>Prior placement approval must have been granted by the college, with all attendant paperwork completed and signed off by both the placement provider and the module's placement tutor, before any portion of the total number of placement hours is completed.</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>Placement Learning</b> Includes a practice placement.</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 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> <p><b>Key Information Set – Module Data</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center; border: 1px solid black;">30</td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">20</td> <td style="text-align: center;">200</td> <td style="text-align: center;">80</td> <td style="text-align: center;">300</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	20	200	80	300
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300	20	200	80	300												

	<p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <p>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> <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 border="1" data-bbox="387 589 1058 723"> <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%								
Practical exam assessment percentage	50%								
	100%								
Reading Strategy	<p><b>Essential Reading</b>  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>  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>  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> </ul>								

	<ul style="list-style-type: none"> <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 Kinetics.</li> </ul>
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**Part 3: Assessment**

<b>Assessment Strategy</b>	<p>The assessment media has been devised to allow learners to achieve the full range of learning outcomes for the module. There are front loaded sessions for this module, with a work placement supervisor provided to all students once the teaching has finished. This is a work-based module, where learners will complete the assessments via a reflective log book, which must provide evidence of the learning outcomes achieved during their work placement. The Work Placement Coordinator will be utilised within this process to provide approval certificates for each students before the placement hours can commence.</p> <p>Learners must also complete a reflective diary throughout the work placement, which analyses individual strengths and weaknesses and which includes a log of activities mapped against key employment skills. The written reflection can include an analysis of their role within the organisation and their development over time and an evaluation of their performance. Students will then be assessed via oral presentation, which will help engage in key employability skill such as communication and presenting information.</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	Reflective Log.
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<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%

**First Sit**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
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1 Oral Presentation on Work Placement (20 minutes)	100%
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<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
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1 Log/Reflection on 80 hours of Prior Approved Work Placement (2500 words)	100%
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**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
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1 Oral Presentation on Work Placement (20 minutes)	100%
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<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
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1 Log/Reflection on 80 hours of Prior Approved Work Placement (2500 words)	100%
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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.