University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Learning in the Performance Environment				
Module Code	UISXLY-30-1	Level	1	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	FdSc Sport Performance				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	24 June 2013	Valid From	01 September 2013 V3- 01 September 2018		
Revised CAP date	V2.1- 18 February 2016 V3- 01 March 2018	Revised with effect from	01 September 2016 V3- 01 September 2018		

Review Date	01 September 2024

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Identify key employment skills that are required for your chosen performance environment (A). 2. Discuss a potential progression route through a chosen career in sport (A). 3. Demonstrate an awareness of relevant professional bodies that contribute to a specific performance environment (A, B). 4. Describe how placement working practice could be informed by theory and/or experiences from their programme (B). 5. Reflect on personal development through engagement with work placement (B). 6. Identify an action plan for future learning and career development (B).
Syllabus Outline	1 The placement process 2 Placement event and engagement with Innovation, Careers and Enterprise services. 3 Work based learning equating to 80 hours in a specific sports context, including practical, planning and reflecting. 4 Employment skills and personal learning in placement environment 5 Career progression in sport 6 Professional bodies in sport 7 Building links between theory and performance environment 8 Reflection and action planning.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 14 Self-directed study 6 Independent learning, including work placement 280 **TOTAL** **300**

Teaching and Learning Methods	The initial module delivery will be via interactive lead lectures and group work. Further tutorials and tasks will prepare students for their 80 hours of work placement.
	Scheduled Learning May include lectures, seminars, tutorials, and workshops; work based learning.
	Independent learning May include hours engaged with essential reading, assignment preparation and completion etc.
	Placement learning Work-based learning equating to a minimum of 80 hours of approved and verified work experience is a compulsory part of this module. To support the compulsory period of work placement the student will be allocated a work placement tutor who will: • Support the student to contact employers to gain a work placement, and obtain written agreement from the employer to confirm the offer of a specified period of work placement. Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, before starting the work placement. • Mentor the student through the placement process including selecting placement options, application and interview, through to the end of the placement.
	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 | 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	20	200	80	300

	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. 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	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy	***Essential Reading*** 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. ***Further Reading*** 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. ***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: Burton, D. and Raedcke, T. D. (Current Edition) *Sport Psychology for Coaches.* Leeds: Human Kinectics. Chelladurai, P. (Current Edition) *Managing organisations for sport and physical activity.* Scottsdale: Halcomb Hathaway. Houlihan, B. (Current Edition) *Comparative elite sport development: systems, structures and public policy.* Oxford: Butterworth, Heineman. Jones, R.L., Armour, K. & Potrac, P. (Current Edition) *Sports Coaching Cultures – From theory to practice.* London: Routledge. Jones, R.L. (Current Edition) *The sports coach as educator. Reconceptualising sports coaching.* London: Routledge Lussier, R. (Current Edition) *Sport Management: principle, applications, skill development.* Cincinnati, US: Thomson/South-Western. Kidman, L. (Current Edition) *Developing Decision Makers: An empowerment approach to coaching.* Christchurch, NZ: Innovative Print Communications.

Part 3: Assessment	
Assessment Strategy	The assessment strategy has been devised with an employability focus. 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, with component A allowing students to consider the requirements of their work placement prior to completion. Students will be assessed via an oral presentation, which aims to engage the students in key employability skills such as communication and presenting information. Within Component B learners must complete a reflective account of their work placement, which analyses their personal development and the placement environment. Concluding their reflections the student should then produce an action plan for further career development. Component B must include the relevant placement approval certificate, and signed log of 80 hours. The Work Placement Coordinator will be utilised within this process to provide approval certificates for each students before the placement hours can commence. Formative assessment opportunities will be provided through discussions within seminar contact time. 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	Reflective Log	

% 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 Presentation on Work Placement (20 minutes)	100%

Component B Description of each element	Element weighting
1 Log/Reflection on 80 hours of Prior Approved Work Placement (2500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1 Oral Presentation on Work Placement (20 minutes)	100%

Component B Description of each element	Element weighting
1 Log/Reflection on 80 hours of Prior Approved Work Placement (2500 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be indicated by the Module Description at the time that retake commences.