

MODULE SPECIFICATION FORM

Module Title:	Understanding Self in Sport	Level:	4	Credit Value:	20
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Module code:	SPT412	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre:	GASP	JACS3 code:	C600
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Trimester(s) in which to be offered:		With effect from:	September 2016
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School:	School of Social and Life Sciences	Module Leader:	Karen Rhys Jones
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Sports Coaching and Performance Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 2016

APSC approval of modification -

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

This module aims to help students:

- Develop as professional practitioners
- Develop a knowledge and understanding of skills and attributes that could be applied to a range of sport related vocations.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify the factors that influence how individuals learn and develop and critique the learning theories which support these.	KS1	KS6
		KS9	
2	Understand the theories that inform and make sense of individual and group behaviour, demonstrating how strategies employed can support a process of learning and development.	KS1	KS7
		KS9	
3	Describe the roles and expectations that shape the individual.	KS1	KS2
		KS8	
4	Understand the necessary personal and practical skills for managing learning and development whilst observing, reflecting and evaluating their own and others' practice	KS1	KS2
		KS3	

Transferable/key skills and other attributes

Research skills, presentation skills, problem-solving, networking, co-operation, questioning, critical analysis of information, comment and reflection.

Derogations

N/A

Assessment:**Assessment 1: Practical**

The students will be required to deliver a practical session / workshop of 20 minutes duration to a group of their peers

Assessment 2: Report

The students will be required to submit a report containing: rationale, plan, justification of methods, strategies and approaches used, reflective evaluation of own session and critical evaluation of the delivery of peers.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2 and 4	Practical	50%		20 mins
2	1 and 3	Report	50%		2,000 words

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences and observations of the participants. This will include a blend of lectures, workshops, individual & group work, directed self-study, tutorials and activities to encourage reflection and evaluation. The use of the VLE (Virtual Learning Environment) is encouraged through interactive activities, forums and discussion groups. Learning will also be facilitated by using 20-minute practical sessions designed to encourage the application of theory to practice.

Syllabus outline:

Identification of personal values, beliefs and passion
 Personal roles and responsibilities
 Working with and inspiring others
 Team dynamics and roles of individuals
 Team development and stages of productivity
 Personal profiling and reflection - goal setting skills based on analysis of career path requirements
 Learning theories and multi intelligences
 Organisation, communication and presentation skills
 Planning and managing learning and development.

Bibliography:**Essential reading**

Gross, R. (2015), *Psychology: The Science of Mind & Behaviour*. 7th edition. London: Cassell Education.

Lindon, J. (2005), *Understanding Children and young People: Development from 5 – 18 years*. London: Hodder and Arnold.

Pound, L. and Hughes, C. (2008), *How Children Learn*. London: Step Forward Publishing.

Other indicative reading

Claxton, G. (2002), *Building Learning Power*. Bristol: TLO.

Gilbert, I. (2002), *Essential Motivation in the Classroom*. London: Routledge

Harrison, R., Benjamin, C., Curran, S. and Hunter, R. (2007), *Leading Work with Young People*. London: The Open University / Sage

Kim, Y. and Baylor, A.L. (2006), 'A Social-Cognitive Framework for Pedagogical Agents as Learning Companions', *Educational Technology Research and Development*, Vol.54, No.6, pp.569-596.