

MODULE SPECIFICATION FORM

Module Title:	Expertise Development	Level:	6	Credit Value:	20
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Module code:	FAW603	Is this a new module?	Yes	Code of module being replaced:	SPT613
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Cost Centre:	GASP	JACS3 code:	C600, C610
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Trimester(s) in which to be offered:	1, 2 and 3	With effect from:	September 2016
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School:	School of Social and Life Sciences	Module Leader:	Dr Duncan Mascarenhas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

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

- Develop the student's understanding of expertise and how the evidence base can inform their personal practice
- Provide opportunities for students to conduct self-analyses of their personal and professional skills
- Develop an appreciation of what it takes to be an 'expert' in a range of domains

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	Critically evaluate the literature on expertise.	KS3	KS4
		KS5	KS6
2	Synthesise knowledge of expertise literature in relation to personal development.	KS4	KS5
		KS6	KS8
		KS9	
3	Demonstrate critical knowledge of the self-analysis process.	KS1	KS2
		KS3	KS9
		KS10	
4	Integrate professional/theoretical knowledge to develop a personalised action plan.	KS1	KS8
		KS9	

Transferable/key skills and other attributes

Communicating clearly in groups and individually, developing and demonstrating IT and social media skills, problem solving, team-working, self-management and researching skills.

Derogations

N/A

Assessment:

Assessment 1: **Case Study**: Using expertise literature and a self-analysis framework the student is to apply these principle to their own personal and professional practice and create a personalised action plan to be presented in a vocationally relevant format.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3 and 4	Case Study	100%		4,000 word equivalent

Learning and Teaching Strategies:

This module will be delivered with a variety of learning & teaching strategies, which will include lead lectures, small group discussions/seminars, practical workshops, student presentations & feedback sessions. This will include group and individual learning activities.

Syllabus outline:

- Psychological characteristics of excellence
- Models of expertise (eg Dreyfus, 2004)
- Lifespan Model, Relative Age Effect
- The expert performer / coach / team / official
- Emotional Intelligence & social skills
- Expert decision making
- Assessing expert performance: 360 degree profiling, performance profiling
- Goal setting & performance planning

Bibliography:**Essential reading**

Clark, R. C. (2008), *Building Expertise: Cognitive Methods for Training and Performance Improvement*. West Sussex: Wiley.

Collins, D., Button, A. and Richards, H. (2011), *Performance Psychology: a Practitioner's Guide*. Edinburgh: Elsevier.

Farrow, D., Baker, J., MacMahon, C. (2008), *Developing sport expertise: Researchers and*

Coaches Put Theory into Practice. Oxon: Routledge.

Other indicative reading

Dreyfus, S. E. (2004), 'The Five-Stage Model of Adult Skill Acquisition', *Bulletin of Science, Technology & Society*, Vol.24, No.3, pp. 177-181.

Hanton, S. and Mellalieu, S. D. (2012), *Professional Practice in Sport Psychology: A review*. Oxon, Routledge.

Hemmings, B. and Holder, T. (2009), *Applied Sport Psychology: A Case Based Approach*. West Sussex: Wiley.

Kelly, G. A. (1996), *The Psychology of Personal Constructs*. New York: Norton.