

**MODULE SPECIFICATION FORM**

<b>Module Title:</b>	Managing and developing the team's potential.	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	FAW605	<b>Is this a new module?</b>	Existing	<b>Code of module being replaced:</b>	SPT616
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<b>Cost Centre:</b>	GASP	<b>JACS3 code:</b>	C600
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<b>Trimester(s) in which to be offered:</b>	1, 2 and 3	<b>With effect from:</b>	September 2016
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<b>School:</b>	School of Social and Life Sciences	<b>Module Leader:</b>	Pam Richards
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Sports Coaching and Performance Development		✓
BSc (Hons) Football Coaching and the Performance Specialist		✓
BSc (Hons) Sports Management	✓	

<b>Pre-requisites</b>
None

Office use only

Initial approval August 2016

APSC approval of modification – September 2016

Version 2

Have any derogations received SQC approval?

Yes  No

<b>Module Aims</b>
<p>This module will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> critically examine contemporary theories and models for analysing and interpreting components of the coaching process / applied professional practice.</li> <li><input type="checkbox"/> advance students' ability to critically appraise sports coaching practice.</li> <li><input type="checkbox"/> employ a case study approach to critically appraise the roles, responsibilities and working practice of sports coaches/applied practitioners/managers in a specific applied setting.</li> </ul>

<b>Intended Learning Outcomes</b>			
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 analyse and appraise the contemporary issues relating to sports coaching process and/or applied practice.	KS1	KS5
		KS6	KS
		KS	KS
2	Critically identify and evaluate key aspects of performance that contribute to the success in the applied environment.	KS1	KS5
		KS3	KS6
		KS8	KS9
3	Critically appraise a performance strategy(ies) developed to enhance performance. Recognise the strategy as either an example of 'good practice' or propose recommendations to improve the strategy.	KS1	KS3
		KS6	KS
		KS7	KS9
4	Critically reflect upon the performance context of the students own applied setting and draw comparisons between their own applied context and that of others.	KS1	KS2
		KS3	KS6
		KS8	KS9

Transferable/key skills and other attributes
Key skills need adding Working independently, working in groups, academic writing skills, practical and applied environment skills, numeracy and the use of IT.

<b>Derogations</b>
N/A

<b>Assessment:</b>					
<p><b>Assessment 1: Presentation</b>  This will consist of students presenting their theme in relation to the observed environment. Each student will present an individual section based on the group theme. Students will approach the theme from a different discipline/perspective. The presentation will state recommendation made by the group members on the selected theme from a multidisciplinary approach. Students are expected to relate theory to practice and either highlight best practice or make recommendation to improve the strategy(ies). Student will demonstrate learning from an alternative environment and application to their own professional development.</p>					
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	Presentation	100%		30 min (approx.)

<b>Learning and Teaching Strategies:</b>
The learning and teaching strategies will include lectures, seminars, practicals, peer-led discussions, tutorials, online based quizzes/tasks.

<b>Syllabus outline:</b>
<ul style="list-style-type: none"> <li>• An appreciation of the process of managing the performance environment and integration of specialists.</li> <li>• An understanding of key aspects and elements of the performance environment, including characteristics of elite performance, leadership etc.</li> <li>• An appreciation of the psychological demands on players (team cohesion/dynamics, roles and responsibilities linked to goal-setting).</li> <li>• An understanding of the planning of performance within the context of programme design.</li> <li>• Consideration will be given to the development of the player, coach and specialist.</li> <li>• An appreciation will be gained of the how the team is shaped and developed.</li> <li>• The management of the competitive environment will also be investigated.</li> </ul>

<b>Bibliography:</b>
<b>Essential reading</b>
<p>Cassidy, T., Jones, R. and Potrac, P. (2008), <i>Understanding Sports Coaching. The Social, Cultural and Pedagogical Foundation of Coaching Practice</i>. 2<sup>nd</sup> ed. London: Routledge.</p> <p>Cotterill, S. (2012), <i>Team Psychology in sports: Theory and Practice</i>. Oxon: Routledge.</p> <p>Hardy, L., Jones, G. and Gould, D. (2007), <i>Understanding Psychological Preparation for Sport</i>. Chichester: Wiley.</p>
<b>Other indicative reading</b>
<p>Jones, R. L. (ed.) (2006), <i>The Sports Coach as Educator: Re-conceptualising Sports Coaching</i>. London: Routledge.</p> <p>Nash, C. (2014), <i>Practical Sports Coaching</i>. Oxon: Routledge.</p> <p>Salas, E. and Fiore, S.M. (2007), <i>Team Cognition: Understanding the Factors that Drive Process and Performance</i>. Washington, DC: American Psychological Association.</p> <p>Williams, J. and Krane, V. (2014), <i>Applied Sports Psychology: Personal Growth to Peak Performance</i>. New York: McGraw Hill Education.</p>