

MODULE SPECIFICATION FORM

Module Title:	Managing and developing the individual's potential.	Level:	6	Credit Value:	20
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Module code:	FAW606	Is this a new module?	Yes	Code of module being replaced:	SPT 616
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Cost Centre:	GASP	JACS3 code:	C600
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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:	Jon Hughes
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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"/>	<input checked="" type="checkbox"/>
BSc (Hons) Sports Coaching and Performance Development	<input checked="" type="checkbox"/>	<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:

- Evaluate the contemporary issues within sport coaching and performance development
- Advance students' ability to critically appraise sports performance strategies.
- Develop theoretical knowledge required to analyse individual performance.
- Use a case study approach in order to appraise the roles and responsibilities of practitioners.
- Critically examine contemporary models for analysing and interpreting the coaching process.
- Capture the student coach's development over the duration of their programme of study

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 analyse and evaluate the contemporary issues relating to sports coaching process and practice.	KS1	KS6
		KS4	KS7
2	Critically identify and evaluate key aspects of the performance related issues, which contribute to the success of individual performers.	KS5	KS10
3	Critically reflect on practical experience and its relationship to underlying theory.	KS9	KS8
		KS4	
4	Design and critically appraise performance strategy (ies) developed to enhance individual performance.	KS3	

Transferable/key skills and other attributes

Transferable/Key Skills and other attributes:
 Self-appraise, reflection on practice, observation, discussion, self-management, independent thinking, problem solving, IT skills, communication skills and interpersonal skills of interacting with professionals.

Assessment:

Assessment 1: Case Study

The student will identify a performance environment to conduct a case study. Each student will produce a report based on observations of the management and development of an individual performer/athlete. The case study will consist of critical evaluation of theory and offer appropriate recommendations relating to the performers profile. Students are expected to discuss the various theoretical issues involved, analyse the practical issues, make recommendation and reflect on personal development in relation to the observations made.

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%		4000 words

Derogations

N/A

Learning and Teaching Strategies:

A combination of lead lectures, small group discussions, seminars, practical workshops, off site visits, student presentations and videos will be used.

Syllabus outline:

- The performance environment
- Characteristics of the individual
- Performance profiling
- Planning for performance
- Holistic lifestyle approaches
- Pressures facing the individual performer
- Injury prevention and management
- Managing transition

Bibliography:

Essential reading

Gill, D.L. (2000), Psychological Dynamics of Sport and Exercise. 2nd ed. Champaign, IL: Human Kinetics.

Kidman, L. (2001), Developing Decision Makers: An Empowerment Approach to Coaching. Christchurch, NZ.: Innovative Print Communications.

Kidman, L. and Hadfield, D. (2001), 'Athlete Empowerment', *Sports Coach*, Vol.23, No.4, pp. 14-15.

Richards, P. and Ghaye, T. (2004), Thinking Teamwork: Being the Best Through Reflective Practices. Available from <http://www.bases.org.uk/pdf/issue2dectheses17to32.pdf> . [Electronically accessed 14th June, 2016.]

Other indicative reading

Chelladurai, P. (1993), 'Leadership' in Singer, R., Murphy, S. and Tennant L.K. (eds.) *Handbook of Research in Sport Psychology*. New York: Macmillan. pp. 647-671.

Ericsson, K.A., Krampe, R.T. and Tesch-Romre, C. (1993), The role of deliberate Practice in the Acquisition of Expert Performance. Psychological Review. Vol.100, No.3, pp.363 – 406.

Hochschild, A.R. (2012), The Managed Heart: Commercialisation of Human Feelings. London: University of California Press.

Horn, T.S. (ed.) (1992), Advances in Sport Psychology. Champaign, IL. Human Kinetics.