

**MODULE SPECIFICATION FORM**

Module Title: Working in the Sport or Exercise Environment	Level: 6	Credit Value: 20
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Module code: SPT613 (if known)	Cost Centre: GASP	JACS3 code*: C600
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Trimester(s) in which to be offered: 1 or 2	With effect from: September 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2011 Date revised: October 2015 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): None
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Originating Academic Business Division: Social & Life Sciences	Module Leader: Dr Duncan Mascarenhas
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Module duration (total hours)**: 200	Status: core/option (identify programme where appropriate): Option
Scheduled learning & teaching hours: 30	
Directed/Independent study hours: 170	
Placement hours: 0	

Programme(s) in which to be offered: BSc (Hons) Sport & Exercise Sciences BSc (Hons) Sport Coaching	Pre-requisites per programme (between levels): None
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<p><b>Module Aims:</b> (Include any skills and attributes which may be developed but are not necessarily assessed.)</p> <p>1. To develop understanding of organisational structures in the sport or exercise setting.</p>
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2. To develop knowledge & understanding of interpersonal relationships within the sport or exercise environment.
3. To develop a critical appreciation of evidence based practice.

### **Intended Learning Outcomes:**

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Describe and critically evaluate the organisational structure of a sport or exercise setting.
2. Integrate professional/theoretical knowledge from sport & exercise.
3. Demonstrate critical knowledge of the support process to complete a needs analysis and provide recommendations based on evidence-based practice and personal reflections.

Transferable/Key Skills and other attributes:

Working in groups, interpersonal communication skills, time management, self-reflection, engagement with sport & exercise practice environment.

### **Assessment: (**

#### Case Study

The assessment will involve students engaging with an organisation in a sport or exercise setting and completing some Action Research. Students will be expected to gain information on the roles/responsibilities of the individuals within that organisation and complete a needs analysis through the Action Research process.

The assessment is conducted in two parts. Part one entails a progress report. This requires the student to present a verbal update with supporting evidence indicating the engagement they have undertaken with the assignment to date. Progress will be measured by the number of phases of Action Research that the student has completed. This assessment point is positioned later in the academic year. The portfolio of evidence will include materials/notes from meetings (e.g. the organisational structure, mission/aims etc, and personal reflections upon that process) and the needs analysis will be presented in a format commensurate with industry needs/demands (e.g. – Executive Summary sheet and oral presentation) **(Learning outcomes 1 and 2)**.

The second assessment will entail the submission of a case study in a verbal or written format, together with supporting evidence in a portfolio **(Learning outcomes 1, 2 and 3)**.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2 and 3	Report	20%		Update on progress
2	1, 2 and 3	Case Study	80%		4000 words equivalent

### Learning and Teaching Strategies:

This module will be delivered through seminars, workshops and small group tutorials involving case studies, role-plays and practical engagement activities.

### Syllabus outline:

- BASES Supervised Experience Competencies (Professional Practice Guidelines).
- BASES Code of Conduct – (e.g. identifying the client, confidentiality, working within own competencies and boundaries).
- Models of Support in the performance environment – e.g. (Scientific rigour, reflective and evidence based practice in performance environment).
- Organisational structures, groups/norms, role-clarity and communication patterns with athletes.
- The roles of practitioners in the performance environment (eg, performance directors, managers, coaches, athletes, psychologists, strength & conditioners, performance analysts, physiotherapists etc).

### Bibliography:

Essential reading:

Contemporary professional practice articles will be drawn upon from a range of sport, coaching & exercise journals (such as Journal of Sports Sciences, The Sport Psychologist etc.).

Other indicative reading:

This module will follow current professional practice guidelines as provided by BASES (British Association of Sport & Exercise Sciences) <http://www.bases.org.uk/> and Professional Bodies in the UK such as Sport Wales <http://www.sportwales.org.uk/> and the English Institute of Sport <http://www.eis2win.co.uk>

Berne, E. (1964), *Games People Play: The Psychology of Human relationships*. London. Penguin.

Carr. G. (2004). *Sport Mechanics for Coaches*. Champaign, IL: Human Kinetics

Collins D. Moore P. Mitchell D. and Alpress F. (1999), '*Role conflict and confidentiality in multidisciplinary athlete support programmes*' British Journal of Sports Medicine, 33 (3), pp. 208-211.

Hill, K.L. (2001), *Framework for Sport Psychologists: Enhancing Sport Performance*. Champaign. IL: Human Kinetics.

Megginson, D. (2003), *Continuing Professional Development*. London: Chartered Institute of Personnel and Development.

Stanton, N. (1982), *Mastering Communication*. McMillan, London.