

MODULE SPECIFICATION FORM

Module Title: Managing Performance	Level: 6	Credit Value: 40
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Module code: SPT616 (if known)	Cost Centre: GASP	JACS2 code: C600
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Semester(s) in which to be offered: 1&2	With effect from: September 2011
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Office use only: To be completed by AQSU:	Date approved: Date revised: Version no:
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Existing/New: New	Title of module being replaced (if any): None
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Originating Academic area: Sport and Exercise Sciences	Module Leader: Pam Richards
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Module duration (total hours)	400	Status: core/option/elective (identify programme where appropriate): Core BSc (Hons) Sport Coaching BSc (Hons) Sports Management (for 2017/18 only)
Scheduled learning & teaching hours	90	
Independent study hours	310	
Placement hours	0	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: BSc (Hons) Sport Coaching	Pre-requisites per programme (between levels): None
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Module Aims:

The modules aims to:

1. Evaluate the contemporary issues within sport coaching.
2. Advance students' ability to critically appraise sports coaching practice.
3. Develop theoretical knowledge required to analyse sports coaching practices.
4. Use a case study approach in order to appraise the roles and responsibilities of sports coach practitioners.
5. Use the student experience of gaining coaching experience and skills to critique coach education opportunities.
6. Critically examine contemporary models for analysing and interpreting the coaching process.
7. Capture the student coach's development over the duration of their programme of study.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically analyse and evaluate the contemporary issues relating to sports coaching process and practice.
2. Critically identify and evaluate key aspects of performance related issues, which contribute to the success of the performance environment.
3. Critically reflect on the practical experience based on experiential learning and its relationship to underlying theory
4. Design and appraise a performance strategy (ies) developed to enhance performance.

Transferable/Key Skills and other attributes:

Self appraise, reflection on practice, observation, discussion, self-management, independent thinking, problem solving, IT skills, mathematics and communication skills, interpersonal skills of interacting with professionals.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Case Study

This will consist of students working in groups and identifying a performance environment to conduct a case study. The case study will be submitted as a group but consist of an individual student section for each member of the group – an individual mark will be awarded to each student. Each student will produce an individual section of the report based on the group theme. Students will approach the theme from a different discipline/perspective. Each student's individual section will consist of critical evaluation of theory and recommendation relating to the observation of the selected theme. 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. Each student's individual section within this group will be awarded an individual mark (**Learning Outcomes: 2, 3 & 4**).

Presentation

The presentation will be a group presentation which will consist of a group grade (40%) and an individual grade (60%).

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 for strategies to be applied in the identified performance environment. (**Learning Outcomes: 1 & 4**).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	2, 3, 4	Case Study	60%		4000
2	1, 4	Portfolio	40%		30 Mins

Learning and Teaching Strategies:

The module will include a range of teaching forums such as: lectures, practicals, tutorials, seminar presentations, self-directed study, and introduce students to generic software (Microsoft Excel) utilised within the profession and academia.

Syllabus outline:

- An appreciation of the process of managing the performance environment and integration of specialists.
- An understanding of key aspects and elements of the performance environment, including characteristics of elite performance, leadership etc.

- An appreciation of the psychological demands on players (team cohesion/dynamics, roles and responsibilities linked to goal-setting).
- An understanding of the planning of performance.
- Consideration will be given to the development the player, coach and specialist.
- An appreciation will be gained of the how the team is shaped and developed.
- The management of the competitive environment will also be investigated.

Bibliography

Essential reading:

Carron, A.V. and Hausenblas H.A. (1998). *Group Dynamics in sport* Fitness Information Technology, Morgantown WV.

Ericsson, K. A., Krampe, R. T. & Tesch-Romer, C. (1993). The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*. 100, 3, 363-406.

Gill, D.L. (2000). *Psychological Dynamics of Sport and Exercise* (2nd Ed). Champaign, Human Kinetics

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

Other indicative reading:

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

Ericsson, K.A, Krampe, R.T. and Tesch-Romre, C.(1993). The role of deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*. 100, 3, 363 – 406

Hochschild, A.R. (1983). *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.

Moore, P. Collins, D. & Burwitz, L. (1998) *The development of sporting talent 1997*. London, English Sports Council.