University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Sports Leadership					
Module Code	UISXRW-15-2		Level	2	Version	2.0
Owning Faculty	Hartpury		Field	Sport Science		
Contributes towards	BSc (Hons) Sport Performance FdSc Sport Performance BSc (Hons) Sports Coaching FdSc Sports Coaching MSci Sports Coaching Development					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module entry requirements	None		
Valid From	01 September 2014 V2.0- 01 September 2018		Valid to	01 September 2024		
Initial CAP Approval Date	16 February 2015		Revised CVC Approval Date	V2.0- 02 May 2018		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Examine different leadership perspectives in relation to sporting performance (A). 2 Evaluate leadership models and their application to practice (A). 3 Discuss the role of effective communication when working with individuals and teams (A). 4 Construct appropriate methods to assess leadership effectiveness (A). 5 Differentiate between the application of theories to practice in a sporting environment (A).
Syllabus Outline	Types of leadership, models of leadership, communicating effectively with individuals and groups, assessing effective leadership.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 33 Self directed study 3 Independent learning 114 **TOTAL HOURS** **150**

Teaching and Learning Methods	**Scheduled learning** May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops. **Independent learning** May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. **Virtual learning environment (VLE)** This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.
Key Information Sets Information	Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. **Key Information Set – Module Data** Number of credits for this module 15

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Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a:

1.   *Written Exam:* Unseen written exam, open book written exam, in-class test.
2.   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3.   *Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	*Core readings*
	Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.
	Further readings
	Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.
	Access and skills
	Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.
	- Gill, R. (Current Edition) Theory & Practice of Leadership London: Sage - Hughes, R. L., Ginnett, R. C., & Curphy, G. C. (Current Edition). *Leadership: enhancing the lessons of experience.* New York: McGraw-Hill Irwin. - Hynes, G. E. (Current Edition). *Managerial communication: strategies and applications.* New York: McGraw-Hill Irwin. - Jackson, B. & Parry, K. A. (Current Edition) very short, fairly interesting and reasonably cheap book about studying Leadership. London: Sage - Northouse, P. (Current Edition). *Introduction to leadership: Concepts and practice.* London: Sage. Journals: - The Sport Psychologist. - Journal of Sport and Exercise Psychology. - Journal of Applied Sport Psychology. - Journal of Organizational Behaviour. Websites: - The Sport Psychologist Journal www.journals.humankinetics.com/tsp. - Journal of Sport and Exercise Psychology www.journals.humankinetics.com/jsep. - Journal of Applied Sport Psychology http://www.tandfonline.com/loi/uasp20#.UswRObFFCpo. - Journal of Organizational Behaviour http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-1379.

Part 3: Assessment	
Assessment Strategy	The module is assessed using a case study portfolio. This will assess knowledge and understanding, intellectual and transferable skills, particularly focusing on the practical application of theoretical principles which will be assessed under controlled conditions as part of the portfolio. The above describes summative assessment opportunities. Students will be given opportunities to reflect on knowledge at the end of sessions. Learning will also be supported through the use of formative assessment throughout the module. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Identify final assessment component and element	Portfolio		
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		100%	0%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio (equivalent to 2500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio (equivalent to 2500 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.