University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	High Performing Environments				
Module Code	UISXN3-15-M	Level	M	Version	2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	MSc Coaching Science Pg Dip Coaching Science PgCert Coaching Science MSc Professional Development (Coaching Science) PGDip Professional Development (Coaching Science) PGCert Professional Development (Coaching Science)				
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	Valid to	01 September 2020		

CAP Approval Date	07 March 2014

Part 2: Learning and Teaching		
Learning Outcomes	1	Understand theories of, and professional practice in, the management of interpersonal relationships, including conflict resolution, in the context of challenging (and often competing) personal and professional goals. (A, B).
	2	Articulate, appraise and refine a personal philosophy 'code' or leadership 'vision' for practice in a distinct coaching context. (A, B).
	3	Critically evaluate models describing 'man-management' guidance, both technical and personal, aimed at developing a supportive working environment for teams, units and individuals – for players, co-workers and / or support staff. (A, B).
	4	Identify and appraise potential 'change' processes designed to achieve and balance individual and organisational goals for an organisation's playing and ancillary staff (A, B).
	5	Debate the relevant ethical issues surrounding sport science support and appraise the relative merits of mono, multi and inter-disciplinary approaches to this work (A, B).
Syllabus Outline	1	Defining and Influencing Organisational Culture
	2	Managing Change In People and Professions
	3	Relationship Skills and Emotional Intelligence
	4	Leadership Models and Transformatory Practice
	5	Ethical Dilemmas in Sport Science Support
	6	Case Studies from Related Professional Environments

Contact Hours	Indicative delivery modes:
	Lectures, guided learning, seminars etc 12 Self directed study 75 Independent learning 63 **TOTAL** **150**
Teaching and Learning Methods	***Scheduled Learning*** 1 The module content and its method of assessment will be introduced via seminars that combine lectures and reflective group-work alongside one-to-one assignment support. 2 Extension studies will take place during seminars that will revolve around paired peer observation and facilitated feedback activities and discussions. 3 All students will have access to one-to-one tutorials during which assignment refinement and directed coaching tasks will be completed. 4 Post-seminar directed study will highlight key research sources, methodologies and potential approaches to assignment completion whilst broadening the students' awareness of the pertinent field of study. ***Independent Learning*** Assignment completion will be supported by further online/telephone tutorials from the module leader and by access to a dedicated virtual learning environment (VLE) presence. Given their diverse/professional backgrounds and the need for a course that demonstrates 'postgraduateness' the candidates will also be encouraged to form virtual and geographic study support groups to further their development of understanding and transferable skills. ***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

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	87	63	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:

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	Total assessment of the module:	
	Written exam assessment percentage	0%
	Coursework assessment percentage	50%
	Practical exam assessment percentage	50%
		100%

Reading Strategy	***Essential Reading*** Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated Blackboard programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to UWE Hartpury library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved. ***Further Reading*** 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 catalogue, 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, wider professional sources and in-house publications of related national accrediting and sports governing bodies – e.g. Sports Coach UK. ***Access and Skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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. • Butler, R. J. & Hardy, L. (1992) The Performance Profile: Theory and Application. *The Sport Psychologist.* 6, p. 253-264. • Carron, A., Hausenblas, H. & Eys, M. (Current Edition) *Group Dynamics in Sport.* Morgantown, WV: Fitness Information Technology. • Chelladurai, P. (Current Edition) *Human Resource Management in Sport.* Leeds: Human Kinetics. • Clegg,S., Hardy C., Lawrence, T.B., and Nord, W.R. (Current Edition) *Handbook of Organisation studies.* London; Sage. • Galvin, B. & Ledger, P. (Current Edition). *A Guide to Planning Coaching Programmes.* Leeds: Coachwise. • Kellett, P. (1999) Organisational Leadership: Lessons from Professional Coaches. *Sport Management Review.* 2, 150-171 • Redman, T. and Wilkinson, A. (Current Edition) *Contemporary Human Resource Management.* Harlow: Pearson. Journals: • Journal of Change Management. • Journal of Human Resource Management. • Personnel Management. • Quest. • Sport Management Review.

Part 3: Assessment	
Assessment Strategy	Summative assessment centres upon completion of: a) an oral presentation where the student will brief a notional team of sport scientists on their responsibilities, work programme and consultative procedures (amongst themselves and with reference to the coaching team) in preparation for travel to, competition at and recovery during an extended period at a major sports competition. b) the submission of an executive consultative report detailing the organisational 'health' and best practice in recommended change management that the student would deliver as part of a notional 'head coach' job interview in a distinct named sport coaching organisation. Formative assessment similarly has two components: 1 group discussion and individual reflection is demanded by tasks set within the full day and weekday evening seminars. 2 facilitated peer group discussions and paired peer exercises will allow for assessment of learners' use, evaluation and transfer of key organisational change and effectiveness models, whilst developing and experiencing best practice in their use. 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 VLE.

Identify final assessment component and element	Oral Presentation.

% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
1 Oral Presentation (25 minutes)	100%

Component B Description of each element	Element weighting
1 Written Assignment (1500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1 Oral presentation (25 minutes)	100%

Component B Description of each element	Element weighting
1 Written Assignment (1500 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.