

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Performance and Professional Reflection				
Module Code	UISV3Y-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	BSc (Hons) Sport Performance				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2021	

CAP Approval Date	12 January 2015
--------------------------	-----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate approaches to high performance leadership. (A, B) 2. Critically discuss the management and leadership of personnel, including sport science support, within high performing environments. (A, B) 3. Critically evaluate current research around leadership in high performing environments. (A, B) 4. Identify the possibility of new concepts within existing knowledge frameworks and approaches when managing specialist personnel within the performance environment. (A, B) 5. Analyse ethical and relationship issues surrounding the management and leadership of personnel and sports science support networks. (A, B) 6. Enhance their learning through positive professional reflection based on their experiences of performance environments in sport. (B)
Syllabus Outline	<p>The module aims to address the notion of high performance management and leadership, including the coordination of sport science support within high performing environments. Key themes throughout the module include:</p> <ul style="list-style-type: none"> • The psychology of leadership, growth and change • Illustrations of high performance leadership from a cross-section of disciplines • The characteristics of high performance environments

	<ul style="list-style-type: none"> • Sport science support teams – building trust and the role of knowledge transfer. • The organisation and facilitation of sport science support. Challenges and gains. • Psycho-sociological impacts on the performance environment. • Documenting and analysing your individual leadership story to construct personal practices for high performance leadership 																									
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td>66</td> </tr> <tr> <td>• Self-directed study</td> <td>6</td> </tr> <tr> <td>• Independent Learning</td> <td>228</td> </tr> <tr> <td>TOTAL</td> <td>300</td> </tr> </table>	• Lectures, guided learning, seminars etc.	66	• Self-directed study	6	• Independent Learning	228	TOTAL	300																	
• Lectures, guided learning, seminars etc.	66																									
• Self-directed study	6																									
• Independent Learning	228																									
TOTAL	300																									
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p> <p>Scheduled learning includes lectures, seminars, tutorials.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>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.</p>																									
Key Information Sets Information	<p>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.</p> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
Key Information Set - Module data																										
<i>Number of credits for this module</i>																										
				30																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
300	72	228	0	300																						

	<table border="1" data-bbox="571 181 1262 416"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		75%		Practical exam assessment percentage		25%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		75%																			
Practical exam assessment percentage		25%																			
		100%																			
Reading Strategy	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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.</p> <p>Further Reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <p>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.</p>																				
Indicative Reading List	<p>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.</p> <p>Books</p> <p>Adair, J. (Current Edition) <i>Leadership for Innovation: How to Organise Team Creativity and Harvest Ideas</i>. London: Kogan Page.</p> <p>Goleman, D. (Current Edition) <i>The New Leaders</i>. London: The Little Brown Book.</p> <p>Jones, R., Armour, K. and Potrac, P. (Current Edition) <i>Sports Coaching Cultures</i>. London: Routledge.</p> <p>Prentice, E. and Bliszczyk, R. (Current Edition) <i>Sports Leadership</i>. Australia: Tilde Publications, Tilde University Press.</p> <p>Journals</p> <p>Journal of Sports Sciences.</p> <p>British Journal of Sports Medicine.</p> <p>Journal of Applied Sport Psychology.</p> <p>European Journal of Sport Science.</p> <p>The Sport Psychologist.</p> <p>Websites</p> <p>Sports Coach UK www.sportscoachuk.org</p> <p>Sport England www.sportengland.org</p>																				

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy specifically aims to:</p> <ul style="list-style-type: none"> • Ascertain students' leadership strengths, weaknesses and continuing developmental needs to develop a leadership portrait • Develop students' ability to assimilate principles of reflective practice to personal practice. • Challenge critical and analytical skills to improve/review further practice. • Enable students to assess key literature and empirical research relating to high performance management and leadership. • Promote students' individual growth and independent lifelong learning skills <p>Component A: Students will complete an individual oral presentation focused on identifying and critically evaluating the key leadership qualities that promote high performance in a sports environment they have experienced or been exposed to.</p> <p>Component B: Students will be asked to construct their own personal leadership development portrait which demonstrates (a) what is believed to be current standout leadership strengths (character and performance) and (b) identifies a leadership development pathway. This should be discussed in line with what has been covered in class and in contemporary literature on management and leadership of high performance sporting environments and the coordination of personnel and sports science support networks.</p> <p>The assessment in this module aims to bring together the learning from across the programme of study.</p> <p>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.</p>
---------------------	---

Identify final assessment component and element	Individual Oral Presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Oral Presentation (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written Assignment (3000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)

1. Individual Oral Presentation (15 minutes)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written Assignment (3000 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.	