MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. **Title of the module:**

SS574 Human Resources Management in Sport

1. **School which will be responsible for management of the module:**

School of Sport & Exercise Sciences

1. **Start date of the module:**

 Autumn 2013

1. **The cohort of students (onwards) to which the module will be applicable:**

BA (Hons) Sport and Exercise Management (September 2012 entrants onwards)

1. **The number of students expected to take the module:**

35-40

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**

SS505 Human Resources Management

1. **Level of the module:**

Intermediate [I]

1. **The number of credits which the module represents:**

 15

1. **Which term(s) the module is to be taught in (or other teaching pattern):**

 Autumn or Spring

1. **Prerequisite and co-requisite modules:**

 None

1. **The programme(s) of study to which the module contributes:**

 BA (Hons) Sports and Exercise Management

1. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:**

On successful completion of the module students will be able:

12.1. Discuss the role of the Human Resource function.

12.2. Propose Human Resource management procedures including recruitment and selection for a small business.

12.3. Investigate and discuss the Human Resource procedures for a business of your choice within the sports industry

These outcomes contribute to the learning outcomes as listed in the BA Sport and Exercise Management programme specification

PLO A4- the management of employees in the Sports, Exercise & Fitness sector (12.1, 12.2, 12.3)

PLO B9- Effectively apply the skills needed for academic study and enquiry including critical evaluation (12.1, 12.2, 12.3)

PLO B11- Apply knowledge to the solution of familiar and unfamiliar problems, either independently or with others, in order to develop reasoned arguments and challenge assumptions (12.1, 12.2, 12.3)

PLO B12 - Self-appraise and reflect on practice (12.1, 12.2, 12.3)

PLO C 18 - Apply and evaluate relevant managerial skills to a range of vocational and professional situations 12.1, 12.2)

1. **The intended employability skills and, as appropriate, their relationship to programme learning outcomes**

On successful completion of this module students will be able to demonstrate an ability to integrate the key skills through:

13.1 Communication and presentation skills - via the use of student led practical sessions and presentations on a variety of subject specific material with both individual and group settings used.

13.2 Ability to self-appraise and reflect on practice – evidenced within the evaluation section of the reflective nature of the coursework assignment.

13.3 Ability to plan and manage learning - through completing the extra self directed study necessary to successfully complete the required assignments and tasks set during this module.

These outcomes contribute to the learning outcomes as listed in the BA Sport and Exercise Management programme specification:

**Intellectual Skills:**

PLO B 9. Effectively apply the skills needed for academic study and enquiry including critical evaluation (13.1, 13.2, 13.3).

PLO B 10. Effective self-management in terms of time, planning and behaviour, motivation, self starting, individual initiative and enterprise (13.1, 13.2, 13.3).

PLO B 11. Apply knowledge to the solution of familiar and unfamiliar problems, either independently or with others, in order to develop reasoned arguments and challenge assumptions (13.1, 13.2, 13.3).

PLO B 12 Self appraise and reflect on practice (13.1, 13.2, 13.3).

**Transferable Skills:**

PLO D 21. Problem solving skills (13.1, 13.2, 13.3)

PLO D 22. Ability to self-appraise and reflect on practice (13.1, 13.2, 13.3)

PLO D 23. Ability to plan and manage learning skills (13.1, 13.2, 13.3)

1. **A synopsis of the curriculum:**

Working with Volunteers and discussion about Volunteering in Sport and Physical Activity

Working with Professionals and discussion about Professionalism in Sport

Determinants of Personality

Values, beliefs, attitudes and norms

Models of Motivation applied to the context of Human Resources Management

Personnel policies: recruitment and selection activities.

Designing Job Descriptions

Induction, training and development activities.

Retention strategies

Types of Rewards

Appraisal activities.

Workplace conflict resolution

1. **Indicative Reading List**

Chelladurai, P. (2006). Human Resource Management in Sport and Recreation. (2nd Edition). Human Kinetics.

Cuskelly, G; Hoye R and Auld, C. (2006). Working with Volunteers in Sport: Theory and Practice. Routledge.

Dessler, G (2005). Human Resource Management (10th Ed) New Jersey

 Prentice Hall

Gardiner, S. et al. (2005). Sports Law London Cavendish Publishing

Robinson, L. and Palmer D. (2011). Managing Voluntary Sport Organisations. Routledge

Torkildsen, G (2005). Leisure and Recreation Management (5th Ed)

 London E & FN Spon

Torrington, D. Hall, L. Taylor, S. (2005). Human Resource Management.

 (Sixth Edition) Harlow Prentice Hall

Tyson, S. (2006). Essentials of Human Resource Management (5th Ed)

 London Butterworth Heinemann

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Total hours for the module will be 150. This will include a 1 hour lecture and a one hour seminar per week. Contact hours will total 22, 11 in the form of lectures and 11 in the form of seminars, in which learning outcomes 12.1, 12.2, 12.3, 13.1, 13.2, 13.3 will be covered. The remainder will be devoted to private study for the reinforcement of knowledge.

The lectures will introduce each topic area and explain the key issues in the subject. Lectures will cover learning outcomes 12.1, 12.2 and 12.3. These will be covered using a variety of oral and visual lecture materials. PowerPoint slides will be made available to students on Moodle, as will other useful materials.

The seminars will apply concepts and theories covered in lectures, allowing further understanding and assimilation of knowledge. Seminars will allow oral communication, problem solving and enable critical thinking. Seminars will cover learning outcomes 12.1, 12.2, 12.3, 13.1,13.2 and 13.3.

The focus of private study should be on wider reading to develop and reinforce their knowledge and understanding of the topics and material covered in lectures, preparation for seminars and work towards assessment by coursework. It will also allow them to develop time management skills, library skills and critical thinking skills.

1. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Students will be formatively assessed on their progress through a 40% weighted written assignment (2000 words). Students will be summatively assessed through a 60% weighted Power-Point presentation critically evaluating the HR processes of two sport organizations. The assessment will require students to integrate the key skills, specifically communication, information technology, working with others, and problem solving.The weighting, the pass mark and the ILOs and GLOs are as follows:

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| --- | --- | --- | --- |
| **Assessment type** | **Weighting** | **Pass mark** | **Learning Outcomes Assessed** |
| Assignment 1: Task & Skill Audit | 40% | 40% | (ILOs)12.1(GLOs)13.2, 13.3 |
| Power-Point Presentation: Critical Evaluation of HR processes of 2 Sport Organizations | 60% | 40% | (ILOs)12.1, 12.2 and 12.3(GLOs) 13.1 and 13.3 |

1. **Implications for learning resources, including staff, library, IT and space:**

The module will be convened by an existing member of the School of Sport & Exercise Sciences staff. Library and IT resources will be provided by utilising existing resources with a view to further expansion as and when required. The teaching rooms and teaching clinic will be used.

1. **Students with disabilities**

**The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**

1. **Campus(es) where module will be delivered**

Medway Campus

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)…………………………………………………Print Name | ..............................................Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................Head of School…………………………………………………….Print Name | ..............................................Date |

Module Specification Template
Last updated November 2011