1. **Title of the module**

SPOR5300 (SS530) Sport and Exercise Leadership

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

Autumn

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

None

1. **The programmes of study to which the module contributes**

BA (Hons) Sport and Exercise Management

BA (Hons) Sport Management

BSc (Hons) Sport and Exercise for Health

MSport Sport Management

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Discuss how the role and philosophy of the coach affects performers
3. Apply the theory of leadership to different coaching or instructing environments
4. Analyse learning styles and devise an appropriate coaching or instructing programme
5. Analyse coaching performance and identify an appropriate style of leadership
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
7. Communication and presentation skills - via the use of individual or group student-led presentations and practical sessions, and working in groups on a variety of subject specific material.
8. Information Technology and numeracy - through the planning, preparation, completion and evaluation of a placement, log-book, essay and presentations in a sport and exercise leadership context.
9. Interactive group skills – evidenced through conducting student led presentations, practical work and tasks during seminars; completion of observation in a sport, exercise setting.
10. Problem solving – achieved through the identification and implementation of correct leadership style during seminars, critical evaluation of a leader at a sport and exercise setting
11. 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.
12. **A synopsis of the curriculum**

Leadership in the context of sport and exercise is becoming increasingly recognised as providing the ‘spark’ that drives successful sport organisations. In this module, students will become more aware of styles of leadership and types of communication used in the sporting context. This module is important for establishing the necessary academic and specific sport management skills that students will need to complete a successful third year at University.

1. Leadership theory
2. Leadership styles
3. Philosophy of teaching and the facilitation of learning
4. Communication styles and techniques
5. Importance of feedback
6. Session delivery and observation
7. Motivation styles and techniques
8. Evaluating performance

**Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

# Bompa, T. (2009). *Theory and Methodology of Training.* 5th ed.  Leeds: Human Kinetics

Maxwell, J.C. (2007). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. New York: Neilson Thomas

Priest, S., and Gass, M.A. (2005). *Effective Leadership in Adventure Programming.* 2nd ed.Human Kinetics, Leeds, UK.

Slack, T. and Parent, M.M. (2006). *Understanding Sport Organizations – The Application of Organization and Theory. 2nd Ed.* Human Kinetics, Champaigne Illinois.

Taylor, P. (Ed) (2011) *Torkildsen’s Sport and Leisure Management* 6th Ed*,* London Routledge.

Wolsey, C., Minten, S., and Abrams, J. (2012). *Human Resource Management in the Sport and Leisure Industry.* Routledge, Oxon, Abington, U.K.

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Portfolio -100% (consists of a 8 hours of observations, a video recording of a sports leader and a written critique of 2500 words)

12.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Portfolio* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Medway

1. **Internationalisation**

The module is delivered by staff with international professional experience and of a European nationality. The module draws on internationally recognised research and theories. The reading list comprises of internationally focused materials such as Northouse. Examples are given from coaches and leaders internationally known in the field of sport and exercise.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |

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Revised FSO Feb 2018