

**MODULE SPECIFICATION FORM**

<b>Module Title:</b>	Advancing Professional Practice	<b>Level:</b>	6	<b>Credit Value:</b>	20
----------------------	---------------------------------	---------------	---	----------------------	----

<b>Module code:</b>	SPT617	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
---------------------	--------	------------------------------	-----	---------------------------------------	--

<b>Cost Centre:</b>	GASP	<b>JACS3 code:</b>	C610
---------------------	------	--------------------	------

<b>Trimester(s) in which to be offered:</b>	1, 2 and 3	<b>With effect from:</b>	September 2016
---	------------	--------------------------	----------------

<b>School:</b>	School of Social and Life Sciences	<b>Module Leader:</b>	Jon Hughes
----------------	------------------------------------	-----------------------	------------

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Football Coaching and the Performance Specialist	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BSc (Hons) Sports Coaching and Performance Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 2016

APSC approval of modification -

Version 1

Have any derogations received SQC approval?

Yes  No

## Module Aims

This module aims to enable students to be able to:

- Conduct a critical review of contemporary evidence to support the advancement of practice within selected performance and coaching domains.
- Develop and apply professional and specialist knowledge to personal practice.
- Critically reflect upon the impact of practice advancement, and your personal development.

## Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Critically review and apply the best available evidence relevant to the practice context/performance group.	KS1	KS6
		KS5	KS4
2	Apply enhanced professional and specialist knowledge and skill relating to the planning, implementation and critical evaluation of the practice advancement.	KS8	KS9
3	Critically appraise leadership and change management strategies utilised during the practice advancement.	KS6	KS3
4	Critically reflect upon the impact of the practice advancement and propose recommendations for practice and your personal development.	KS9	

Transferable/key skills and other attributes

Working independently, working in groups, IT, working in a practical and environment, self-management, problem solving, observation and presentation skills. Reflection and personal development skills.

**Derogations**

N/A

**Assessment:****Assessment 1: Portfolio**

The student will be required to produce a range of work relating to the advancement of practice in a selected performance environment. The student will suggest an aspect of practice, from within their own specialist area, which would benefit from an in depth review of evidence based practice, system redesign, or staff/ performer education.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2, 3 and 4	Portfolio	100%		4000 words

**Learning and Teaching Strategies:**

A combination of lead lectures, small group discussions, seminars, practical workshops, student presentations. Visits to professional settings to observe practice will also be facilitated.

**Syllabus outline:**

- Leadership and change theory principles
- Evidence based practice
- Change management strategies
- Organisation and structure of NGBs
- Government policy implementation
- Community Coaching – Performance Coaching
- Formal vs Informal Coaching
- The reflective practitioner

**Bibliography:****Essential reading**

Collins, D., Button, A. and Richards, H. (2011), *Performance Psychology: a Practitioner's Guide*. Edinburgh: Elsevier.

Hoye, R., Smith, A., Nicholson, M., Stewart, R., and Westerbeek, H. (2008), *Sport Management: Principles and Applications*, 2<sup>nd</sup> ed. Oxford: Butterworth-Heinemann.

Paton, R.A. and Mcallman, J. (2008), *Change Management. A Guide to Effective Implementation*. London: Sage.

---

**Other indicative reading**

---

Hanton, S. and Mellalieu, S. D. (2012), *Professional Practice in Sport Psychology: A Review*. Oxon: Routledge.

Hill, K.L. (2001), *Framework for Sport Psychologists: Enhancing Sport Performance*. Champaign. IL: Human Kinetics.

Knowles, Z., Gilbourne, D., Copley, B. and Dugdill, L. (2014), *Reflective Practice in the Sport & Exercise Sciences: Contemporary Issues*. Oxon, Routledge.

Megginson, D. (2003), *Continuing Professional Development*. London: Chartered Institute of Personnel and Development.