

## BA (Hons) Sports Leadership

UCAS code: CN62

Awarding Institution:

The University of Reading

Teaching Institution:

The University of Reading

Relevant QAA subject benchmarking groups(s):

Hospitality, Leisure, Sport and Tourism

Faculty of Economic and Social Sciences

Programme length: 3 years

For students entering Part 1 in 2003

Date of specification: 27.1.04

Programme Director: Mr Tony Macfadyen

Programme Adviser: Mr Tony Macfadyen

Board of Studies: Sports Leadership

Accreditation:

### Summary of programme aims and learning outcomes

The programme aims to develop the learner's interest in, and knowledge and understanding of sports leadership, and in so doing provide a thorough degree level education. Emphasis is also placed on the relevant and supporting concepts of physiology, psychology, education and sociology to provide an appreciation of the wider issues. Furthermore, practical performance is undertaken to provide an all round development of the sports leader. The programme is distinctive in its strong emphasis upon the application of a broad range of theoretical concerns to the practice of sports leadership, teaching and development.

### Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Further details of the development of students' transferable skills can be found attached to each module, and at the end of this document.

### Programme content

The profile which follows states which modules must be taken (the compulsory part), together with a list of optional modules (in Part 3) from which the student must select one in consultation with their tutor, to make 120 credits in each part of the degree.

The number of module credits and the level of the module are shown in the right hand column.

#### Part 1 (three terms)

##### *Compulsory modules*

		<i>Credits</i>	<i>Level</i>
ED1L1	Physiology of Sport & Exercise I	20	C
ED1L2	Psychology of Sport & Exercise I	20	C
ED1L3	Contemporary Issues	10	C
ED1L4	Practical Performance & Coaching I	30	C
ED1L5	ICT and Research Methods	10	C
ED1L6	Leadership in Action I	20	C
ED1L7	Outdoor Adventure & Leadership	10	C

<b>Part 2 (three terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED2L1	Physiology of Sport & Exercise II	20	I
ED2L2	Psychology of Sport & Exercise II	20	I
ED2L3	Contemporary Issues II	10	I
ED2L4	Practical Performance and Coaching II	30	I
ED2L5	Research Methods	20	I
ED2L7	Leadership in Action II	20	I

<b>Part 3 (three terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
ED3L1	Dissertation	30	H
ED3L2	Leadership in Action III	30	H
ED3L3	Work Placement (including career management skills)	20	H
ED3L4	Coaching Science	10	H
ED3L5	Coaching Methodology	10	H

*Optional modules:*

*Two of the following, subject to availability*

ED3LA	Outdoor Adventure Activities	10	H
ED3LB	Ethnic Minorities in Sport	10	H
ED3LC	Physical Education	10	H
ED3LD	Sports Marketing	10	H

(List may vary from year to year)

**Progression requirements**

To proceed to Part 2 it is necessary to obtain at least a 40% average for the year with no more than two modules below 40% and without any modules below 30%.

To proceed to Part 3 it is necessary to obtain at least a 40% average for the year with no more than two modules below 40% and without any modules below 30%

**Summary of teaching and assessment**

Teaching is organised in modules that typically involve lectures, seminars, tutorials, independent study and practical work. Modules are assessed by a mixture of coursework and formal examination.

Part 1 is a pass/fail only for progression purposes and does not contribute to the degree classification

Part 2 contributes one third of the overall assessment and Part 3 the remaining two thirds.

**Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade C or better in both English and Mathematics in GCSE; and achieved:

UCAS tariff: 260 points from 3 A levels. Must include at least 2 full A levels **or**

290 points from 3 A levels and 1 AS level. Must include 2 full A levels.

Points from key skills cannot be counted towards the points total.

International Baccalaureate: 30 points

Irish Highers: BBBBC

Scottish Highers: BBBB

**Subjects** no preference

Mature students, students with a disability and International sportsmen/women will have their applications judged on an individual basis.

Admissions Tutor: Ms Athalie Redwood-Brown

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the providing Departments additional support is given through practical classes in ICT and Research Methods. The development of problem-solving skills is assisted by the extensive use of guided discovery work, and provision of 'model' solutions to practical 'real life' problems. There is a Course Adviser to offer advice on the choice of modules within the programme.

### **Career prospects**

This course has been developed to fill a niche in the sport, recreation and leisure work place. The sport and leisure industry has seen rapid expansion in the last few years and career prospects are very good indeed for those with an appropriate qualification.

Students can expect to gain jobs as: Leisure Centre/Sports Club Managers; Lifestyle Consultants; Sports Coaches, Instructors and Administrators and Sports Development Officers. The nature of the leadership course also makes graduates ideally positioned for work requiring generic managerial and leadership roles e.g. Human Resource Management, Personnel Officer, Customer Services, The Forces and the Police.

Opportunities for further study are extensive:

PGCE Physical Education

PGCE Primary sector

MSc Coaching Science; MSc Sports Science, MA Sport & Leisure Studies, Mphil/PhD – related disciplines.

Graduate Business Courses.

### **Opportunities for study abroad**

The School of Education participates in the Socrates Exchange Programme. Formal arrangements are in place for students to study at the German Institute of Sport, Cologne. Informal arrangements may also be possible.

### **Educational aims of the programme**

The programme aims to provide a thorough degree level in education in Sports Leadership, along with topics from Sports Science, Physical Education, the Sociology of Sport and Outdoor Adventure which will support this. It aims to produce leaders in sport who have experience in the key aspects of leadership and management, and an appreciation of wider sports issues.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### *Knowledge and Understanding*

#### **A. Knowledge and understanding of:**

1. the fundamental concepts and techniques of leadership
2. principles, theory, philosophy and practice of sports leadership
3. various leadership styles and skills
4. relevant managerial skills and how to apply them to professional practice
5. A selection of specialist sports topics: physiology, psychology, and contemporary issues and how they support the role of the sports leader
6. A range of practical activities and sports

#### **Teaching/learning methods and strategies**

The knowledge required for the basic topics is delineated in formal lectures supported by seminars, and the setting of 'real life' problems/issues for students to tackle on their own/in small groups. Throughout the degree these are supported by tutorials and practical classes through which students can obtain feedback on their work. In later parts of the programme students are expected to work more on their own, or with peers to lead sessions, tutorials and projects and seek help when required, using the office hours of staff. These courses are mainly practical in nature, supported by theory work when required. Students are given the opportunity to learn through both 'doing' and coaching.

#### *Assessment*

Most knowledge is tested through a combination of coursework and unseen formal examinations. Dissertations and oral presentations also contribute. 6. is assessed through a combination of oral and written 'subject knowledge' audits; demonstrations of knowledge and understanding in the context of the game/activity and through the ability to deliver information during a coaching session.

## *Skills and other attributes*

### **B. Intellectual skills** – able to:

1. Analyse and solve problems
2. Prioritise and organise tasks into a structured and logical form
3. Understand the developing state of leadership in a fast evolving area.
4. Transfer appropriate knowledge and leadership methods from one situation to another
5. Plan, conduct and write two independent projects
6. Analyse and solve tactical principles in the major games

### **Teaching/learning methods and strategies**

The ability to recognise and deal with organisational and human problems and issues is an essential part of the understanding and ‘construction’ of effective leadership and is embedded throughout the programme.

The quality of a solution to a problem or the development of an aspect of leadership is substantially determined by the sensitivity and logical structure of that response; analysis, synthesis, problem solving and knowledge transfer from one topic to another are intrinsic to high-level performance in the programme.

#### *Assessment:*

Most of the skills are assessed indirectly in most parts of Sports Leadership, while 4. Contributes to the more successful work.

5. is formally assessed in the analysis of the Project minor and major which centre on important aspects of sport and leadership.

1. and 2. is formally assessed through both Leadership in Action and Outdoor Adventure Leadership modules.

### **C. Practical skills** – able to:

1. understand and employ strategic sports development planning
2. solve organisational problems solve human resource issues
3. solve human resources issues
4. analyse financial/numerical data relevant to the Sport and Recreation Industry.
5. Demonstrate appropriate techniques in the practical activities.
6. Lead a group both in a: coaching session and a wild, country environment

### **Teaching/Learning methods and strategies**

Generic planning and problem-solving skills are taught in year 1 lectures and re-enforced throughout the course, both directly and indirectly.

Aspects of leading a team are introduced in Part 1 and form a large part of subsequent modules.

Students have the opportunity to lead practical projects both within the course (e.g. Part 1 and 3 Adventure Leadership) and in extra curricular projects through community-based schemes.

The practical performance work develops students’ competence to various levels depending on their ability.

#### *Assessment:*

Practical Skills (1-4) are tested formatively in course work and summatively in examinations.

5. is assessed on a pass/fail basis only.

6. The ability to plan, perform and evaluate an outdoor expedition in wild country is directly assessed through written and verbal coursework and leadership contribution during the project in the part 1. & 3 Outdoor Adventure Leadership courses.

**D. Transferable skills – able to:**

1. Use IT (word processing, spreadsheets; databases using standard and sport specific software and ability to produce own web pages)
2. Communicate leadership and managerial ideas
3. Give oral presentations
4. Lead a team
5. Work as part of a team
6. Use library resources
7. Manage own and others time
8. Plan their career
9. Innovate and adapt ideas towards stated goals
10. Work effectively and efficiently under pressure
11. Adapt easily to new and varied situations
12. Get on with, and motivate others.

**Teaching/learning methods and strategies**

The use of IT is embedded throughout the ICT and Research Methods course and the Physiology of Exercise and Sports course and reinforced through other modules (e.g. presentations in Leadership in Action modules and psychology)

Oral presentations, coaching sessions, team work, and leadership are fundamental to all practical performance modules, the Coaching Methodology module and the Leadership in Action modules.

Time management is essential for the timely and effective completion of the programme.

Library resources are required for the project minor (Part 2) Project major (Part 3) and contribute to the best performances for all assignments and examinations.

Career planning is directly part of the Part 3 Leadership in Action module, and indirectly part of the Part 1 and 2 Work Placements that form part of Leadership in Action I and II.

*Assessment:*

1,2,3,4,5,7,9,10,11 &12 are assessed through coursework and examination, and particularly through Part 3 Adventure Leadership module. The other skills are not directly assessed but their effective use will enhance performance in later modules.

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.