



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Reflective Coaching				
Module Code	UIS XQE-20-3	Level	3	Version	3.5
Owning Faculty	Hartpury	Field	Sports Science		
Contributes towards					
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	01 September 2012		Valid to	01 September 2018	

CAP Approval Date	25/05/2012
--------------------------	------------

uwe hartpury

MODULE CODE:	UIS XQE-20-3	MODULE VERSION: 3.5
MODULE TITLE:	REFLECTIVE COACHING	
LEVEL:	3	
UWE CREDIT RATING:	20	
ECTS CREDIT RATING:	10	
MODULE TYPE:	STANDARD	
OWNING FACULTY:	HARTPURY	
FIELD:	Sports Science	
VALID FROM:	01 September 2012	
VALID UNTIL:	01 September 2018	
PRE-REQUISITES:	None	
CO-REQUISITES:	None	
EXCLUDED COMBINATIONS:	None	

LEARNING OUTCOMES:

To achieve credit at the end of this module the student will be able to:

A. Knowledge and understanding

- 1 Understand the reflective concept (A, B);
- 2 Appreciate the historical development of reflective practice and its use within other areas (A, B).

B. Intellectual skills

- 1 Apply and appraise the 'models for' approach to reflective (A, B);
- 2 Discuss the use of reflective practice within coach education (A, B);
- 3 Evaluate the use of reflective practice in the development of coaching knowledge (A, B).

C. Subject/professional and practical skills

- 1 Apply structured models of reflection to practice (A, B).

D. Transferable skills and other attributes

- 1 Develop reflective skills (B);
- 2 Manage own time and prioritise competing tasks in order to complete a set task by a given deadline (B);
- 3 Communicate technical information about areas of current research, or equivalent advanced scholarship, and synthesise and summarise their outcomes, using an appropriate computer package (B);
- 4 Demonstrate the ability to use a wide range of sources, including the internet, electronic journal databases and library catalogues to complete a detailed literature search on a given topic (A, B);
- 5 Communicate technical information effectively and confidently to a range of audiences (A, B);
- 6 Describe and comment verbally upon particular areas of current research, or equivalent advanced scholarship, in the discipline concisely within a high pressure environment (B).

SYLLABUS OUTLINE:

- 1 The reflective concept – what is reflective practice? Reflection-in-action and Reflection- on-action;
- 2 The development of reflective practitioners – reflective skills;
- 3 Historical development of reflective practice;
- 4 The 'models for' approach to reflective practice – structured methods of reflection;
- 5 The role of reflective practice in the continued professional development of the coach;
- 6 The role of reflective practice in coach education past and present;
- 7 Practical reflective skills.

TEACHING & LEARNING METHODS:

- 1 Lectures
- 2 Student led seminars
- 3 Discussion groups
- 4 Field work

READING STRATEGY

Essential Reading

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

Further Reading

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and Skills

The development of literature searching skills is supported by the Library seminar within the induction period and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through iSkillZone. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.

Indicative Reading List

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 the module handbook.

- 1 Kidman, L. (Current Edition). *Athlete-Centred Coaching: Developing Inspired & Inspiring People*. NZ: Innovative Print Communications.
- 2 Kidman, L. (Current Edition). *Developing Decision Makers: An empowerment approach to coaching*. NZ: Innovative Print Communications.
- 3 Ghaye, A, & Ghaye, K. (Current Edition) *Teaching and Learning Through Critical Reflective Practice*. London: David Fulton Publishers.
- 4 Schon, D. A. (Current Edition). *Educating the Reflective Practitioner*. San Francisco: Josey Bass.

Suggested Journals

- 1 Coaching Focus
- 2 Journal of Sport Behaviour
- 3 Journal of Sport Psychology
- 4 Research Quarterly for Exercise and Sport
- 5 Sports Coach
- 6 Sports Science Review

