



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Rugby Union – Changing Coaching Cultures				
Module Code	UIS V3C-15-M	Level	M	Version	1
Owning Faculty	UWE Hartpury	Field	Business and Applied Sport		
Contributes towards	Postgraduate Certificate in Integrated Professional Development Postgraduate Diploma in Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	UKCC Level 3 (Rugby Union) and RFU approved application to join the UKCC Level 4	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2012	Valid to	September 2018		

CAP Approval Date	27/04/2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Understand theories of, and professional practice in, the management of interpersonal relationships, including conflict resolution, in the context of challenging (and often competing) personal and professional goals. (A and B) 2 Articulate, appraise and refine a personal philosophy ‘code’ or leadership ‘vision’ for practice in a distinct coaching context. (A and B) 3 Critically evaluate models describing ‘man-management’ guidance, both technical and personal, aimed at developing a supportive working environment for teams, units and individuals – both players and support staff. (A and B) 4 Identify, implement, and appraise potential ‘change’ processes designed to achieve and balance individual and organisational goals for their organisation’s playing and ancillary staff. (A and B) 5 Define and discuss (as a group) and critically reflect upon (as an individual) their effective leadership qualities, both technical and interpersonal, for a ‘one match cycle’ – that is pre-, in- and post-game. (A and B)

<p>Syllabus Outline</p>	<ol style="list-style-type: none"> 1 Defining and Influencing Organisational Culture 2 Managing Change In People and Professions 3 Relationship Skills and Emotional Intelligence 4 Leadership Models and Transformatory Practice 5 Performance Appraisal and Management 6 Target Setting and Needs Analysis <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <p><i>UKCC Level 4 Coach Competency Framework – Relevant Descriptors for Module</i></p> <ol style="list-style-type: none"> 1 Design, implement, adjust (regulate) and monitor systematic and integrated coaching systems and programmes that have a positive effect on individuals, units and teams' performance. 2 Create the culture and environment and manage the relationships that promote personal responsibility and enhance the effectiveness of individuals, units and teams (playing, coaching and support.) 3 Accelerate the learning and development of players and support staff. 4 Investigate, analyse, synthesise and critically evaluate coaching and performance knowledge in order to develop themselves, their players and their support staff. 5 Critically analyse and evaluate complex and unpredictable coaching situations, make informed decisions and critically reflect on their impact. 6 Employ continuous critical self-awareness and reflection and monitor its effect on their coaching practice. 7 Adapt interpersonal behaviours and interventions according to the needs of players and the context and appraise and monitor its effect. 8 Lead and manage change in rugby coaching programmes in an ethical and professional manner. <p>Further to this the candidate will demonstrate the ability to recognise, reflect upon and respect the (sometimes differing) views of practitioner peers within their learning set.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>Indicative delivery modes:</p> <ol style="list-style-type: none"> 1 Three Day Seminar – 16 hours of contact time 2 Seminar Generated Directed Study – 16 hours 3 Assessment Preparation and Refinement – 10 hours 4 Directed Practical Coaching Tasks – 15 hours 5 Assessment Support Tutor Visits (x3) – 10 hours 6 RFU Coaching Advisor Visits (x3) – 10 hours 7 Module Pre-Reading and Task Completion – 10 hours 8 Independent Study – 50 hours <p>TOTAL – 137 hours</p>
<p>Teaching and Learning Methods</p>	<p><i>Scheduled Learning</i></p> <ol style="list-style-type: none"> 1 The module and its method of assessment will be introduced via a three day residential seminar series that combines lectures, practical demonstrations and tasks, reflective group-work and evidence collection (for an over-arching Portfolio), guest speakers and one-to-one assignment support. 2 All candidates will receive three visits from both an Assessment Support Tutor (from UWE Hartpury) and an RFU appointed Coach Advisor during which assignment refinement and directed coaching tasks will be completed. 3 Post-seminar directed study will highlight key research sources, methodologies and potential approaches to assignment completion whilst broadening the candidates' awareness of the pertinent field of study.

	<p><i>Independent Learning</i></p> <ol style="list-style-type: none"> 1 The introductory seminar will be preceded by a reading and research task outlining key ideas and sources upon which the module will be founded and against which the candidates will be asked to compare their current knowledge, understanding and practice. 2 Assignment completion will be supported by further online / telephone tutorials from the Assessment Support Tutor and by access to a dedicated Blackboard presence. Given their professional backgrounds and the need for a course that demonstrates 'postgraduateness' the candidates will also be encouraged to form virtual and geographic study support groups to further their development of understanding and transferable skills. <p><i>Blackboard (or equivalent)</i></p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard (or equivalent).</p>
Reading Strategy	<p>All candidates will complete an Individual Learning Plan (Shell Framework) alongside the Assessment Support Tutor and this exercise will allow both a needs analysis for future academic support and an opportunity to flag up the full range of hard copy and online resources available to them.</p> <p><i>Essential Reading</i></p> <p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated Blackboard programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to UWE Hartpury library services, online applications, and inter-library loans. The input of a dedicated Assessment Support Tutor will supplement the normal provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved.</p> <p><i>Further Reading</i></p> <p>Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature, wider professional sources and in-house publications of the Rugby Football Union.</p> <p><i>Access and Skills</i></p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester during the initial Individual Learning Plan negotiation. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library and the Assessment Support Tutor will be available for online and telephone based information, advice and trouble-shooting.</p>

Indicative Reading List	<p>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 other more frequently updated mechanisms, including the module guide.</p> <ol style="list-style-type: none"> 1 Carron, A., Hausenblas, H. & Eys, M. (current edition) Group Dynamics in Sport. Morgantown, WV: Fitness Information Technology. 2 Chelladurai, P. (current edition) Human Resource Management in Sport. Leeds: Human Kinetics. 3 Galvin, B. & Ledger, P. (current edition). A Guide to Planning Coaching Programmes. Leeds: Coachwise. 4 Lyle, J. (current edition) Sports Coaching Concepts. London: Routledge. 5 Lyle, J. (current edition) Planning for team sports. In Lyle, J. & Cushion, C. (Eds) Sports Coaching: Professionalisation and Practice. Edinburgh: Churchill Livingstone. <p>In addition, relevant journals such as:</p> <ol style="list-style-type: none"> 1 The Sport Psychologist. 2 Sport Management Review.
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Part 3: Assessment	
Assessment Strategy	<p>Summative assessment centres upon:</p> <p>A A 15 minute controlled conditions presentation that demands further reflection upon both defining organisational culture and the candidates' influence over it promotes further engagement with the knowledge domain represented by the module, whilst the candidate is also asked to demonstrate postgraduate intellectual skills by evaluating both their personal and professional development in light of their learning experience.</p> <p>B A written assignment with two distinct sections in order to balance depth and breadth of each candidate's application of knowledge whilst allowing them an evaluative contrast between the 'theoretical' mode and the 'applied' mode.</p> <ol style="list-style-type: none"> 1 Candidates are asked to carry out a 'critical incident' review of a department of their organisation, calling upon distinct and acknowledged definitions for both the 'process' under review and the research based model for appraising its impact and managing positive change. 2 Such 'change' is then planned for via recourse to known strategies from research in wider professional domains with these plans presented to staff and later appraised in terms of impact and applicability to the context at hand. <p>This task supports the development of transferable skills by asking candidates to write with distinct audiences in mind whilst necessarily relating theoretical content to their own distinct coaching practice. A 2,500 word count asks for effective choices in research sources and the demonstration of concise writing skills. The assignment format – a formal review of practice having the spirit, and a degree of the methodology, of 'action research' – contrasts with written work from other modules and allows further professional/transferable skills to be demonstrated.</p>

	Formative assessment similarly has two components:		
	<ol style="list-style-type: none"> 1 Group discussion and individual reflection is demanded by tasks set within the introductory three day seminar. 2 RFU Coach Advisor visits will include assessment of candidates' use, evaluation and refinement of theoretical material contained in the module via formal observation of coach practice and one-to-one developmental discussions. 		
Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		50%	50%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1 Reflective Presentation (15 minutes)		100%	
Component B Description of each element		Element weighting	
1 Critical Incident Review and Intervention Appraisal (2,500 words)		100%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1 Reflective Presentation (15 minutes)		100%	
Component B Description of each element		Element weighting	
1 Critical Incident Review and Intervention Appraisal (2,500 words)		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			