University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Rugby Union – The Mind Factor					
Module Code	UIS V3D-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

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Differentiate between and understand the impact of the different stressors and psychological demands that are associated with competitive performance. (A and B) 2 Appraise critically the influence of psychological factors on specific rugby performances and measure their impact (and that of psychological interventions) by a range of methods including observation of performers. (A and B) 3 Implement, refine (personalise) and evaluate a programme of mental skills and strategies for advanced rugby players whilst demonstrating understanding concerning pertinent ethical issues involved in screening and intervention protocols. (A and B) 4 Reflect upon their own practice, stress responses, and professional support structures (and those of related support staff) with regard to the distinct stressors of the high performance Rugby Union environment and their personal appraisal of its demands. (A and B)

Syllabus Outline	1 Stress Responses and Professional Demands. 2 Psychological Skills and Interventions. 3 Psychological Profiling and Resilience. 4 Communication and Motivation. 5 Professional Support Structures and Coping. In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: *UKCC Level 4 Coach Competency Framework – Relevant Descriptors for Module* 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 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. Further to this the ability to recognise, reflect upon and respect the (sometimes differing) views of practitioner peers within their learning set.
Contact Hours/Scheduled Hours	Indicative delivery modes: 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 **TOTAL – 137 hours**
Teaching and Learning Methods	***Scheduled Learning*** 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.

	Independent Learning 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. **Blackboard (or equivalent)** 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).
Reading Strategy	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. **Essential Reading** 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. **Further Reading** 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. **Access and Skills** 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.

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 other more frequently updated mechanisms, including the module guide.
	1 Galvin, B. & Ledger, P. (current edition). A Guide to Planning Coaching Programmes. Leeds: Coachwise.
	2 Hardy, L., Jones, G., & Gould, D. (current edition) Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers. Chichester: Wiley.
	3 Lyle, J. (current edition) Sports Coaching Concepts. London: Routledge.
	4 Lyle, J. & Cushion, C. (Eds) (current edition) Sports Coaching: Professionalisation and Practice. Edinburgh: Churchill Livingstone.
	5 Mellalieu, S. & Hanton, S. (current edition) Literature Reviews in Applied Sports Psychology. New York: Nova.
	In addition, relevant journals such as:
	1 The Sport Psychologist.

Part 3: Assessment

Assessment Strategy	Summative assessment centres upon:
	A A 15 minute controlled conditions presentation that demands further reflection upon both the conduct of observational research alongside the planning and review of an experimental intervention 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.
	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.
	1 Candidates are asked to carry out a psychological profiling exercise alongside a player or support staff member so that observational and empirical techniques form a data set from which an intervention plan can be derived.
	2 This intervention will then be appraised by both parties with 'lifestyle' and 'performance' measures being combined whilst the applicability of the intervention protocol to the distinct coaching context is further evaluated.
	This task supports the development of transferable skills by asking candidates to write with distinct audiences in mind and by the critical understanding of research ethics that is central to the professional and respectful completion of data-collection. A 2,500 word count asks for effective choices in research sources and the demonstration of concise writing skills. The assignment format – a practical observation and diarised account of data-collection and psychological intervention (including interviews) – contrasts with written work from other modules and allows further professional/transferable skills to be demonstrated.

	Formative assessment similarly has two components:
	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 Player Observation and Psychological Profile (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 Player Observation and Psychological Profile (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.