



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Rugby Union – The Technical Tactical Study | | | | |
| Module Code | UISV3E-30-M | Level | M | Version | 2 |
| Owning Faculty | UWE Hartpury | Field | Sport Science | | |
| Contributes towards | Postgraduate Certificate in Professional Development (Coaching Rugby Union) Postgraduate Diploma in Professional Development (Coaching Rugby Union) | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | 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 | 01 September 2014 | | Valid to | 01 September 2020 | |

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| CAP Approval Date | 07 March 2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Analyse and challenge current thinking on technical and tactical aspects of their specialist area in order to make a distinct contribution to the game's stock of knowledge concerning performance effectiveness, player safety and development and/or future directions for related research and innovation (A and B). 2 Critically evaluate and justify technical and tactical priorities, theoretical understanding and practical interventions in their coaching practice in an area of specialism (A and B). 3 Analyse and critically appraise the application of their learning, development and recommendations to coaching practice in a range of distinct contexts – potentially described by, but not limited to, player ability, age or aspiration, alongside coach's level of resource and experience (A and B). 4 Demonstrate knowledge and understanding of effective resource planning, data-collection, thematic analysis and presentation protocols for a critical research output (A and B). |

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| <p>Syllabus Outline</p> | <ol style="list-style-type: none"> 1 Specialist Technical and Tactical Knowledge 2 Expert Workshops and Observations 3 Player and Support Staff Development 4 Research Protocols and Effective Decisions 5 Collation, Critique and Dissemination of an Output 6 Professional Development and Contribution <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. 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. 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 research interview sample sources and academic support staff.</p> |
| <p>Contact Hours/Scheduled Hours</p> | <p>Indicative delivery modes:</p> <ol style="list-style-type: none"> 1 Two Day Seminar – 14 hours of contact time 2 Research Proposal and Refinement Day – 6 hours 3 Seminar Generated Directed Study – 40 hours 4 Assessment Preparation and Refinement – 30 hours 5 Directed Practical Coaching Tasks – 80 hours 6 Assessment Support Tutor Visits (x3) – 10 hours 7 RFU Coaching Advisor Visits (x3) – 10 hours 8 Independent Study – 80 hours <p>TOTAL – 270 hours</p> |

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| <p>Teaching and Learning Methods</p> | <p>Scheduled Learning</p> <ol style="list-style-type: none"> 1 The module and its method of assessment will be introduced via a two day residential seminar series that combine lectures and reflective group-work alongside 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>Independent Learning</p> <p>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> <p>Blackboard (or equivalent)</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> |
| <p>Reading Strategy</p> | <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>Essential Reading</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>Further Reading</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>Access and Skills</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> |

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| 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 Dick, F.W. (current edition) Sports Training Principles. London: A&C Black. 2 Galvin, B. & Ledger, P. (current edition). A Guide to Planning Coaching Programmes. Leeds: Coachwise. 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 Knudson, D. & Morrison, C.S. (current edition) Qualitative Analysis of Human Movement (2nd Edition). Champaign, IL: Human Kinetics. 6 Mujika, I. (current edition) Tapering & Peaking for Optimal Performance. Champaign, IL: Human Kinetics. <p>In addition, relevant journals such as:</p> <ol style="list-style-type: none"> 1 Sports Medicine. 2 International Journal of Sports Science and Coaching. 3 Physical Education and Sport Pedagogy. 4 Journal of Sport Sciences. 5 Research Quarterly for Exercise and Sport. |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>Summative assessment centres upon:</p> <ol style="list-style-type: none"> A A 15 minute controlled conditions presentation that demands further reflection upon both the nature of their research conduct and research output 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 The creation of a synoptic research output of 4,000 words with the format: <ul style="list-style-type: none"> An introduction to the specialist activity; a state of the art review of aspect (including work/talk with at least three specialist master coaches; web research, personal experience, journals); the physiological demands of aspect and training implications; the psychological demands of aspect and training implications; the technical demands of aspect and coaching implications; the tactical demands of aspect and coaching implications; the use of the knowledge gained to help design and utilise three new practices to include perceptual and decision making elements and aimed at developing players/units/teams in your area of specialisation; Critical reflection on the effectiveness of your practices; Conclusions and recommendations <p>Formative assessment similarly has two components:</p> <ol style="list-style-type: none"> 1 Group discussion and individual reflection is demanded by tasks set within the introductory two day seminar and a one day proposal presentation/refinement event. 2 RFU Coach Advisor and Assessment Support Tutor visits will include assessment of candidates' use, evaluation and refinement of theoretical material contained in the module via structured supervision reviews and one-to-one developmental discussions. |

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| Identify final assessment component and element | | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 20% | 80% |
| 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 Long Term Assignment – Technical and Tactical Study (4,000 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 Long Term Assignment – Technical and Tactical Study (4,000 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. | | |