MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Rugby Union – Professional Development Portfolio					
Module Code	UISV3F-30-M		Level	M	Version	4.0
Owning Faculty	Hartpury		Field	Sport Science		
Contributes towards	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 V3.0- 01 September 2018 V4.0- 01 September 2020		Valid to	01 September 2025		
Initial CAP Approval Date	07 March 2014		Revised CVC Approval Date	V3.0- 2 May 2018 V4.0- 27 January 2021		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Appraise their personal and professional development needs and progress whilst understanding the theoretical base for and practical implications of maintaining an effective work/life balance (A and B). 2 Critically evaluate the evolution and continuing refinement of distinct coaching (intervention rationale) and playing (performance measures) philosophies (A and B). 3 Collate, reflect upon and discuss an extended collection of detailed synoptic coaching session plans created and targeted by consistent and professional action planning interactions with an RFU Coach Advisor (A and B). 4 Synthesise a broad range of theoretical and conceptual information from distinct knowledge domains in order to revise, recommend and evaluate personal coaching practice and the contributions of related support staff to a high performance Rugby Union environment (A and B).

Syllabus Outline	1 Professional Work/Life Balance 2 Coaching and Playing Philosophies – Antecedents and Aspirations 3 A 360 Degree Coaching Appraisal 4 Professional and Personal Development Needs 5 Collation of RFU Coach Development Records 6 Inter-Disciplinary Approach – Synoptic Assessment (End of Course Viva) In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> 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. 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. Further to this the candidate will demonstrate the ability to recognise, reflect upon and respect the (sometimes differing) developmental progress and professional contributions of their learning set's peers.
Contact Hours/Scheduled Hours	Indicative delivery modes: Scheduled learning and teaching study hours – 24 Independent study hours – 276 Placement study hours - 0 **TOTAL – 300 hours**
Teaching and Learning Methods	**Scheduled Learning** 1 The module and its method of assessment will be introduced via a seminar series that combines lectures and reflective group-work alongside one-to-one assignment support. 2 All candidates will receive support from both a module tutor (from Hartpury University) and an RFU appointed Coach Advisor, during which assignment refinement and directed coaching tasks will be completed. 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** 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. **Virtual Learning Environment (VLE)** This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

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 VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to Hartpury University 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. - Dick, F.W. (current edition) Sports Training Principles. London: A&C Black. - Galvin, B. & Ledger, P. (current edition). A Guide to Planning Coaching Programmes. Leeds: Coachwise. - Lyle, J. (current edition) Sports Coaching Concepts. London: Routledge. - Lyle, J. & Cushion, C. (Eds) (current edition) Sports Coaching: Professionalisation and Practice. Edinburgh: Churchill Livingstone. - Knudson, D. & Morrison, C.S. (current edition) Qualitative Analysis of Human Movement (2nd Edition). Champaign, IL: Human Kinetics. - Mujika, I. (current edition) Tapering & Peaking for Optimal Performance. Champaign, IL: Human Kinetics In addition, relevant journals such as: Sports Medicine. International Journal of Sports Science and Coaching. Physical Education and Sport Pedagogy. Journal of Sport Sciences. Research Quarterly for Exercise and Sport.

Part 3: Assessment	
Assessment Strategy	Summative assessment centres upon completion of a portfolio based collation of formal coach observations, reflective exercises and personal development action planning. This is evidenced via the satisfactory completion of the RFU Coach Development Record process encompassed by: A. Oral examination - a 15 minute controlled-conditions presentation that demands further reflection upon both the nature of their development across the whole UKCC Level 4 learning experience and the interdisciplinary approach represented by the module. The candidate is also asked to demonstrate postgraduate intellectual skills by evaluating both their personal and professional development and life-long learning needs in light of their experience. B. The submission of a 4,000 word portfolio. The portfolio includes observations, responses to questions, advice and indications of how and to what extent the coach has demonstrated the indicators of Level 4 practice detailed in the statement of capabilities. Crucially, the portfolio records action plans agreed following each visit. The portfolio requires the student to engage with feedback and construct improvement plans based on that feedback. Formative assessment similarly has two components: 1. Group discussion and individual reflection is demanded by tasks set within the one day induction seminar and a one day mock "England Team" selection event. 2. RFU Coach Advisor and module tutor interactions 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.

Identify final assessment component and element		A1	
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		25%	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral Examination (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Professional Development Portfolio (4,000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral Examination (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Professional Development Portfolio (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.	