University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Development Portfolio					
Module Code	UISXMV-15-M	Level	M	Version	2.1	
Owning Faculty	Hartpury	Field	Sport Science			
Contributes towards	MSc Coaching Science MSci Sports Coach Development PgDip Coaching Science PgCert Coaching Science MSc Professional Development (Coaching Science) PGDip Professional Development (Coaching Science) PGCert Professional Development (Coaching Science)					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None	Co-requisites	None			
Excluded Combinations	None	Module Entry requirements	None			
Valid From	01 September 2015	Valid to	01 September 2020			

CAP Approval Date	03 February 2015

Part 2: Learning and Teaching		
Learning Outcomes	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).
	2	Critically evaluate the evolution and continuing refinement of a distinct coaching intervention rationale and athlete performance measures criteria (A).
	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 a personal practice mentor (A).
	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 co-workers and/or support staff (A).
	5	Critically analyse and evaluate complex and unpredictable coaching situations, make informed decisions and critically reflect on their impact (A).
Syllabus Outline	1	Professional Work-Life Balance/Coach Burnout/Time Management.
	2	Coaching and Playing Philosophies – Antecedents and Aspirations.
	3	A 360 Degree Peer Coaching Appraisal.
	4	Professional and Personal Development Needs.
	5	Collation of Planning and Reflection Records – Academic and Personal Practice.
	6	Inter-Disciplinary Analysis – Synoptic Assessment.

Contact Hours	Indicative delivery modes:
	Lectures, guided learning, seminars etc 12 Self directed study 75 Independent learning 63 **TOTAL** **150**
Teaching and Learning Methods	***Scheduled Learning*** 1 The module content and its method of assessment will be introduced via seminars that combine lectures and reflective group-work alongside one-to-one assignment support. 2 Extension studies will take place during seminars that will revolve around paired peer observation and facilitated feedback activities and discussions. 3 All students will have access to one-to-one tutorials during which assignment refinement and directed coaching tasks will be completed. 4 Post-seminar directed study will highlight key research sources, methodologies and potential approaches to assignment completion whilst broadening the student' awareness of the pertinent field of study. ***Independent Learning*** Assignment completion will be supported by further online/telephone tutorials from the module leader and by access to a dedicated virtual learning environment (VLE) presence. Given their diverse / professional backgrounds and the need for a course that demonstrates 'postgraduateness' the students 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.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. **<u>Key Information Set – Module Data</u>** Number of credits for this module 15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	87	63	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a:

1   *Written Exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

	Total assessment of the module:	
	Written exam assessment percentage	0%
	Coursework assessment percentage	100%
	Practical exam assessment percentage	00%
		100%

Reading Strategy	**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 library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library 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 related national accrediting and sports governing bodies – e.g. Sports Coach UK. **Access and Skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
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. • Butler, R. J., Hardy, L. (1992) The Performance Profile: Theory and Application. *The Sport Psychologist.* 6, pp. 253-264. • Chelladurai, P. (Current Edition) *Human Resource Management in Sport. Leeds: Human Kinetics.* • 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.* Champaign, Il: Human Kinetics. • Mujika, I. (Current Edition) *Tapering & Peaking for Optimal Performance.* Champaign, Il: Human Kinetics • Smith, D. (2003) A Framework for Understanding the Training Process Leading to Elite Performance. *Sports Medicine.* 33(15), pp. 1103-1126. Journals: • 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. The required content and collation methodologies for this work exactly mirror those of the UKCC Level 4 award, demanding satisfactory completion of a synoptic account across all course subject areas covered in modular assessments, and a judgement about the coach's coaching practice. This is evidenced via the satisfactory completion of a Professional Development Development Portfolio where the learner is asked to demonstrate postgraduate intellectual skills by evaluating both their personal and professional development and life-long learning needs in light of their on-programme and wider coaching experiences. The Portfolio includes observations, responses to questions, advice and indications of how and to what extent the coach has demonstrated the indicators of UKCC Level 4 practice detailed in the statement of capabilities. Crucially, the Portfolio records action plans agreed by the coach and the module leader. Formative assessment similarly has two components: 1 Group discussion and individual reflection is demanded by tasks set within the full day and weekday evening seminars. 2 Facilitated peer observation will include assessment of learners' use, evaluation and refinement of theoretical material contained in modules across the broad range of the programme via structured supervision reviews and one-to-one developmental discussions. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to VLE.

Identify final assessment component and element	Professional Development Portfolio.

% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
1 Professional Development Portfolio (2500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1 Professional Development Portfolio (2500 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.