

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Reflective Practice				
Module Code	UISXMX-15-M	Level	M	Version	3.0
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	MSc Professional Development in Sports Coaching MSc Sports Coaching PG Cert Sports Coaching PG Dip Professional Development in Sports Coaching PG Dip Sports Coaching				
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 V3.0- 01 September 2020		Valid to	01 September 2024	
Initial CAP Approval Date	03 February 2015		Revised CVC Approval Date	V3.0- 27 January 2021	

Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1 Critically discuss the principles of reflective practice and its use in practice (A, B). 2 Critically discuss the historical development of reflective practice and potential future revisions of the models 'of' and professional venues 'for' reflection (A). 3 Appraise the use of reflective practice in the development of coaching knowledge within a range of coach education and vocational/professional training contexts (A, B). 4 Evaluate the models 'for' approach to structured reflection and their application to coaching practice (A). 5 Synthesise theory and formulate personalised models of reflection (B). 6 Apply different models of reflection in a practical coaching context in order to develop, debate and refine personal reflective awareness (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 The reflective concept: What it is, reasons to reflect and how it is used. 2 Historical development of reflective practice: to include, origins of reflective practice, key authors and their work, reflective practice and experiential learning, development of reflective practice through to the modern day and use of reflective practice within other areas. 3 The use of models to structure reflection including the models used (e.g. Gibbs, Kolb, Johns), recommended use for novice practitioners and unstructured reflection 4 The use of reflective practice in coach education and the potential impact on the role of the coach educator.

	<p>5 The role of reflective practice can play in professional development through, experiential learning, development of new knowledge and modification of existing practice. The use of video feedback in reflection and mentoring the reflective coach.</p>												
<p>Teaching and Learning Methods</p>	<p>Scheduled Learning</p> <ol style="list-style-type: none"> 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 students' awareness of the pertinent field of study. <p>Independent Learning</p> <p>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.</p> <p>Virtual Learning Environment (VLE)</p> <p>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.</p>												
<p>Key Information Sets Information</p>	<p>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.</p> <p>Key Information Set – Module Data</p> <table border="1" data-bbox="395 1317 1453 1350"> <tr> <td>Number of credits for this module</td> <td style="text-align: center;">15</td> </tr> </table> <table border="1" data-bbox="395 1379 1453 1565"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">24</td> <td style="text-align: center;">126</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>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:</p> <p>Total assessment of the module:</p>	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	24	126	0	150
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	<p>Written exam assessment percentage</p> <p>Coursework assessment percentage</p> <p>Practical exam assessment percentage</p>	<table border="1"> <tr> <td>0%</td> </tr> <tr> <td>75%</td> </tr> <tr> <td>25%</td> </tr> <tr> <td>100%</td> </tr> </table>	0%	75%	25%	100%
0%						
75%						
25%						
100%						
Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</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> <ul style="list-style-type: none"> • Bolton, G.E.J. (Current Edition) <i>Reflective Practice</i>. London: Sage Publications Ltd. <p>Journals:</p> <ul style="list-style-type: none"> • International Journal of Sports Science and Coaching • The Sports Psychologist • Physical Education and Sport Pedagogy • Journal of Applied Sports Psychology • Journal of Sports Sciences • Physical Education and Sport Pedagogy • Journal of Teaching in Physical Education • Reflective Practice 					

Part 3: Assessment

Assessment Strategy	<p>Summative assessment centres upon completion of:</p> <ol style="list-style-type: none"> a) A presentation detailing current use and future possibilities in the deployment of formal instruction in and informal experience of reflective practice within a distinct sports coaching or coach education context. b) The submission encompasses a reflective narrative account of the student's coaching experiences, and how these may influence the development and construction of personal values and philosophy. <p>Students are further requested to review relevant literature around the place that reflective practice has in the development of coaching expertise.</p> <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 scheduled sessions. 2) Facilitated peer group practical coaching and observation exercises will allow for assessment of learners' use, evaluation and refinement of reflective models, approaches and focus points. <p>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 the VLE.</p>		
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)		Element weighting	
Description of each element			
1	Oral presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written Assignment (2000 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Oral presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written Assignment (2000 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.			