University of the
West of England
UWE
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Pedagogy in Practice					
Module Code	UISXMY-15-M	Level	M	Version	2.2	
Owning Faculty	Hartpury College	Field	Sport Science			
Contributes towards	MSc Applied Strength and Conditioning 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 2016		Valid to	01 September 2020		

CAP Approval Date	03 February 2015

Part 2: Learning and Teaching		
Learning Outcomes	1 2 3 4 5	Appraise differing theoretical positions on sport pedagogy (A, B). Evaluate a range of 'model based' pedagogic approaches (A, B). Synthesise current theory to formulate and defend personalised and contextualised approaches to practice (A, B). Evaluate and contribute to contemporary research concerning the proposition that a sport coach is a 'pedagogic practitioner' (A, B). Design, conduct and reflect upon 'experiments' in practice based on the use of innovative content and/or methods (A, B).
Syllabus Outline	1 2 3 4 5	Learning Theories – Behaviourism (Praise/Reward/Extinction); Social Learning (Attention/Retention/Motivation); Constructivism ('Scaffolding'/Apprenticeships); 'Folk' Pedagogy. Teaching Styles – Mosston and Ashworth (1986) Spectrum; Peer Assisted Learning; 'Whole-Part-Whole'. Model Based Pedagogy – Games for Understanding; Constraints Led Approach; Sport Education; Play Practice; Relationship between Coaching and Teaching; Games 'Making' and 'Shaping'. National Curriculum (2009) – Assessment for Learning; Range and Content of Curriculum; Personal Learning and Thinking Skills (PLTS); Activity Classification. Skill Acquisition – Information Processing and Programming; Memory (Capacity/Organisation); Learner Motivation; Attention Capacity; Modes of Presentation; Cue Recognition and Utilisation

Contact Hours	Indicative delivery modes:	
	Lectures, guided learning, seminars etc	30
	Self directed study	75
	Independent learning	45
	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 students' 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.
	Key Information Set – Module Data
	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	105	45	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	75%
	Practical exam assessment percentage	25%
		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. - Armour, K. ed. (Current Edition) *Sport Pedagogy: An Introduction for Coaching and Teaching Sport.* Essex, UK: Prentice-Hall. - Butler, J.I. & Griffin, L. L. eds. (Current Edition) *Teaching Games for Understanding – Moving Globally.* Champaign, IL: Human Kinetics. - Cassidy, T., Jones, R. L. & Potrac, P. (Current Edition). *Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice.* London: Routledge. - Hardy, L., Jones, G., & Gould, D. (Current Edition) *Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers.* Chichester, UK: Wiley. - Jones, R. L. ed. (Current Edition) *The Sports Coach as Educator – Re-conceptualising sports coaching.* London: Routledge. Journals: - Sport Education and Society. - Physical Education and Sport Pedagogy. - Journal of Teaching in Physical Education. - Quest.

Part 3: Assessment		
Assessment Strategy	Summative assessment centres upon completion of: a) A presentation detailing current understandings and future possibilities in the deployment of formal instruction and informal experience of pedagogic theoretical content or practical exercises within a distinct sports coaching or coach education context. Here recommendations based on Component B experimental work are very much at a premium. b) The submission of an action research based experimental proposal introducing a defined learning theory or models based approach, relating it to coaching practice. 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 group practical coaching and practical teaching 'micro-sessions' exercises will allow for assessment of learners' use, evaluation and refinement of pedagogic models, approaches and contrasting theoretical positions. 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	Oral Presentation.	

% 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 presentation (12 minutes)	100%

Component B **Description of each element**	**Element weighting**
1 Written (Experimental) Report (2000 words)	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral presentation (12 minutes)	100%

Component B **Description of each element**	**Element weighting**
1 Written (Experimental) Report (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.