

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Work-Based Learning Project Coaching Craft				
Module Code	UISVM4-30-M	Level	M	Version	2
Owning Faculty	Hartpury College	Field	Sport Science		
Contributes towards	MSc Professional Development (Coaching Science) PGDip in Professional Development (Coaching Science) PGCert in Professional Development (Coaching Science)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

<b>CAP Approval Date</b>	07 March 2014
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<b>Part 2: Learning and Teaching</b>	
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Understand and appreciate the role of the coaching process when applied to coaching practice (A).</li> <li>2 Demonstrate awareness of decision-making and language use models in the management of player progression, related to their goals, context, and performance requirements (A).</li> <li>3 Construct and critically debate existing coaching philosophy (A).</li> <li>4 Evaluate the competing inter-personal and organisational demands when considering the empowerment of athletes and co-workers (A).</li> <li>5 Appraise issues surrounding the contextual nature of coaching effectiveness (A).</li> <li>6 Critically examine relationships between coaches and their athletes (A).</li> <li>7 Synthesise technical, academic and professional information and relate to practice (A).</li> <li>8 Critically analyse complex situations and address current limits of, or contradictions in the knowledge base and/or skills identified for work-based learning (A).</li> <li>9 Independently evaluate chosen methodology/tools and report findings and reflect upon on-going creation and summative outcomes for a work-based learning portfolio (A).</li> </ol>

Syllabus Outline	<p>1 The coaching process – models ‘for’ and models ‘of’ practice.  2 Developing and articulating a personal coaching philosophy.  3 Modelling planning practice and use of language on related professions.  4 Coach behaviours and decision-making.  5 Empowerment and coaching micro-politics.</p> <p>Although Coaching approaches and interventions will form the foundation of the module content the distinct focus of the work will be determined by the learning contract which has been agreed between the learner, their employer / line manager and an identified academic / programme leader.</p> <p>The focus of the learning contract will reflect the learner’s or team’s developmental needs, which are in line with specific organisational goals, context and governance</p>															
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">90</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">204</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>300</b></td> </tr> </table>	Lectures, guided learning, seminars etc	6	Self-directed study	90	Independent learning	204	<b>TOTAL</b>	<b>300</b>							
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Teaching and Learning Methods	<p><b>Scheduled Learning</b></p> <p>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 activities and discussions.  3 All students will have access to one-to-one tutorials per semester 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> <p><b>Independent Learning</b></p> <p>Assignment completion will be supported by further online / telephone tutorials from the module leader and by access to a dedicated Blackboard presence. Given their diverse / 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><b>Virtual Learning Environment (VLE)</b></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>															
Key Information Sets Information	<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><b>Key Information Set – Module Data</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center; border: 1px solid black;">30</td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">96</td> <td style="text-align: center;">204</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </table>	Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	96	204	0	300
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <p>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> <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> <table border="1" data-bbox="387 589 1058 723"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Essential Reading</b>  Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated virtual learning environment (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><b>Further Reading</b>  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><b>Access and Skills</b>  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"> <li>• Anderson, M. B. (Current Edition) <i>Sport psychology in practice</i>. Champaign, IL: Human Kinetics.</li> <li>• Arnold, P. (Current Edition) <i>Sport, Ethics &amp; Education</i>. London: Cassell.</li> <li>• Galvin, B. &amp; Ledger, P. (Current Edition). <i>A Guide to Planning Coaching Programmes</i>. Leeds: Coachwise.</li> <li>• Johnson, R.S., Mims-Cox, J.S. and Doyle-Nichols, A. (Current Edition) <i>Developing Portfolios in Education – A Guide to Reflection, Inquiry and Assessment</i>. London: Sage Publications Inc.</li> <li>• Jones, R. L. (Ed) (Current Edition). <i>The Sports Coach as Educator: Re-conceptualising Sports Coaching</i>. London: Routledge.</li> <li>• Jones, R.L., Potrac, P., Cushion, C. &amp; Tore Ronglan, L. (Current Edition) <i>The Sociology of Sports Coaching</i>. London: Routledge.</li> </ul>								

	<ul style="list-style-type: none"> <li>• Lyle, J. &amp; Cushion, C. (Eds) (Current Edition) <i>Sports Coaching: Professionalisation and Practice</i>. Edinburgh: Churchill Livingstone.</li> <li>• Magill, R. A. (Current Edition) <i>Motor learning: Concepts and Application</i>. Dubuque, US: W. C. Brown.</li> <li>• McMorris, T. (Current Edition) <i>Acquisition and performance of sports skills</i>. Chichester, UK: Wiley.</li> <li>• McMorris, T. &amp; Hale, T. (Current Edition) <i>Coaching science: Theory and Practice</i>. Chichester, UK: Wiley.</li> <li>• Seldin, P. (Current Edition) <i>The Teaching Portfolio - A Practical Guide to Improved Performance and Promotion/Tenure Decisions</i>. Boston, MA: Anker Publishing.</li> <li>• Zubizarreta, J. (Current Edition) <i>The Learning Portfolio: Reflective Practice for Improving Student Learning</i>. London: John Wiley and Sons Ltd.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• International Journal of Sports Science and Coaching</li> <li>• Quest</li> <li>• Sports Psychologist</li> <li>• Sport Education and Society</li> <li>• Physical Education and Sport Pedagogy</li> <li>• Journal of Applied Sports Psychology</li> <li>• Journal of Sports Sciences</li> <li>• Physical Education and Sport Pedagogy</li> <li>• Journal of Sport Behaviour</li> <li>• Journal of Teaching in Physical Education</li> <li>• Sports Coach</li> </ul>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>Summative assessment centres upon completion of a portfolio based collation of relevant professional, academic and in-house organisational literature, reflective exercises and personal development action planning.</p> <p>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 potential 'Coaching Craft' module topic areas covered in this modular assessment, and a judgement about the learner's engagement, transferable skills and innovative output / practice.</p> <p>This is evidenced via the satisfactory completion of an Evidencing Work-Based Learning Portfolio including:</p> <ol style="list-style-type: none"> <li>1 demonstration of postgraduate intellectual skills via evaluation of both personal and professional development and life-long learning needs in light of their on-programme and wider coaching experiences.</li> <li>2 an evaluative commentary detailing the development of portfolio aims, focus, collection and collation methods, editing and emphasising of contents and cognisance of potential audience needs, skills and conventions.</li> <li>3 content developed and selected in conversation and connection with a scheduled and student-managed mentoring relationship with the module leader and / or programme leader.</li> </ol>

	<p>A tentative but recurrent guide to the learner will be that they address the following components in their work:</p> <p><b>P</b>ersonal Skills and Needs  <b>O</b>rientation and Aims  <b>R</b>eflection  <b>T</b>hemes  <b>F</b>ocus and Context  <b>O</b>utput Audience  <b>L</b>iterature Sources and Choices  <b>I</b>ntegration Across Modules  <b>O</b>verall Assessment of Quality</p> <p>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.</p>	
Identify final assessment component and element	Work-Based Learning Portfolio.	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	N/A	N/A
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Work-Based Learning Portfolio (equivalent to 5000 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Work-Based Learning Portfolio (equivalent to 5000 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		