MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coaching Practice Portfolio – Coaching Theory				
Module Code	UISXL4-30-1	Level	1	Version	3
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Equestrian Sport Coaching BSc (Hons) Sports Coaching BSc (Hons) Physical Education and School Sport MSci Sports Coach development				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015 V3- 01 September 2018	Valid to	01 September 2024		

Initial CVC Approval Date	03 February 2015	Revised CVC Approval Date	V3- 02 May 2018

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Understand the coaching process and how it impacts on coaching practice (A, B). 2 Understand the role of the coach and the differences in roles of various coaching positions (A, B). 3 Appraise the theories of coaching behaviour (A, B). 4 Appreciate and distinguish between the differing coaching styles adopted by a variety of coaches (A, B). 5 Observe and appreciate coaching practice in many different contexts (A, B). 6 Compare participants' current and potential performance needs and aspirations (A, B). 7 Develop participant performance through safe and effective sports coaching (A, B).
Syllabus Outline	1 The Coaching Process – including different models of the coaching process and the benefits of coaching as a process. 2 Coaching Styles – including differentiating between a variety of coaching styles, and defining what is a style and why to adopt a certain style. 3 Coaching Ethics – including ethical situations in coaching, development of a code of conduct, and management of the coaching environment, in addition develop a safe and effective practice. 4 Coach Evaluation – including how can coaches be evaluated, why is it important to evaluate coaches, and the problems associated with coach evaluation. 5 Coaching Philosophy – including the development of personal philosophy, reflection on personal coaching experience and the observations of others, affect the development of coaching philosophies.
	6 Leadership Styles – including the observation of practicing coaches and the importance of leadership in sporting environments.

	7 Practical Coaching Observations and Participation – including observation of other coaches to appreciate different coaching contexts and applications.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning 228 **TOTAL HOURS** **300**
Teaching and Learning Methods	Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their independent learning. Given the varied and eclectic nature of the module the learning approaches will be negotiated between the student and the supporting tutor. Contact time will be divided through a combination of lectures and practical sessions. Independent learning includes hours engaged with essential reading, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. ***Scheduled Learning*** May include lectures, seminars, tutorials, portfolio supervision, practical classes and workshops; fieldwork; work based learning. ***Independent Learning*** May include hours engaged with essential reading, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. ***Placement Learning*** Students are expected to engage in voluntary placements to enhance the theory to practice relationship. ***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 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

	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	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy	***Essential Reading*** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further *Reading*** Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually. ***Access and Skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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. • Burton, D. and Raedcke, T. D. (Current Edition). *Sport Psychology for Coaches.* Leeds: Human Kinectics. • Cassidy, T., Jones, R.L, & Potrac, P. (Current Edition) *Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice.* London: Routledge. • Chelladurai, P. (Current Edition) *Managing organisations for sport and physical activity.* Scottsdale: Halcomb Hathaway. • Cross, N. & Lyle, J. (Current Edition). *The Coaching Process – Principles and practice for sport.* Oxford: Butterworth Heinemann. • Houlihan, B. (Current Edition) *Comparative elite sport development: systems, structures and public policy.* Oxford: Butterworth, Heineman. • Jones, R.L., Armour, K. & Potrac, P. (Current Edition) *Sports Coaching Cultures – From theory to practice.* London: Routledge. • Jones, R.L. (Current Edition). *The sports coach as educator. Reconceptualising sports coaching.* London: Routledge • Kidman, L. (Current Edition). *Developing Decision Makers: An empowerment approach to coaching.* NZ: Innovative Print Communications. • Kidman, L. (Current Edition). *Athlete-Centered Coaching: Developing Inspired & Inspiring People.* NZ: Innovative Print Communications.

	• Lussier, R. (Current Edition) *Sport Management: principle, applications, skill development.* Cincinnati, US: Thomson/South-Western. • Lyle, J. (Current Edition) *Sports Coaching Concepts – A framework for coach's behaviour.* London: Routledge • Lyle, J and Cushion, C. (Current Edition) *Sport Coaching; Professionalisation and Practice.* London: Churchill Livingstone Elsevier. • Martens, R. (Current Edition). *Successful Coaching.* Champaign, IL: Human Kinetics. Websites: • UKCC www.sportscoachuk.org • National Governing Body websites • Sport England www.sportengland.org

Part 3: Assessment	
Assessment Strategy	The assessment strategy specifically aims to: 1 Reflect the learning undertaken at specific stage. 2 Ascertain students' learning strengths, weaknesses and continuing developmental needs. 3 Develop students' ability to integrate theory and practice. 4 Develop critical and analytical skills to improve further practice. 5 Enable students to search for, utilise and critique evidence. 6 Promote students' individual growth and independent lifelong learning skills. In order for this to be achieved, assessments adopt a variety of techniques such as; coaching portfolio, practical exam and portfolio presentation. Assessment of practice is undertaken using competency based framework to demonstrate the integration of theory and practice. In addition practice modules require the submission of a portfolio as evidence of achievement of these competencies. 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 the VLE.

Identify final assessment component and element	Practical Examination		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		50%	50%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Practical Exam (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Oral presentation (20 minutes) including Portfolio (2,000 words)	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Practical Exam (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Oral presentation (20 minutes) including Portfolio (2,000 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.