

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coaching Placement 1				
Module Code	UISXM6-30-1	Level	1	Version	2
Owning Faculty	Hartpury College	Field	Sport		
Contributes towards	FdSc Sport Coaching				
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 2013 V3- 01 September 2018		Valid to	01 September 2024	

<b>Initial CVC Approval Date</b>	24 June 2013	<b>Revised CVC Approval Date</b>	V2- 02 May 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Understand the coaching process and how it impacts on coaching practice (A, B).</li> <li>2 Understand the role of the coach and the differences in roles of various coaching positions (A, B).</li> <li>3 Appraise and apply theories of coaching gained from taught lectures in practice (A, B).</li> <li>4 Appreciate and distinguish between the differing coaching styles adopted by a variety of coaches (A, B).</li> <li>5 Observe and appreciate coaching practice in many different contexts (A, B).</li> <li>6 Develop participant learning through safe and effective sports coaching (A, B).</li> <li>7 Gain and complete an approved work placement in a sports coaching context for a minimum of 80 hours (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 The Coaching Process – including different models of the coaching process and the benefits of coaching as a process.</li> <li>2 Coaching Styles – including differentiating between a variety of coaching styles, and defining what is a style and why to adopt a certain style.</li> <li>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.</li> <li>4 Coach Evaluation – including how can coaches be evaluated, why is it important to evaluate coaches, and the problems associated with coach evaluation.</li> <li>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.</li> <li>6 Leadership Styles – including the observation of practicing coaches and the importance of leadership in sporting environments.</li> <li>7 Practical Coaching Observations and Participation – including observation of other coaches to appreciate different coaching contexts and applications.</li> <li>8 Work based learning in a sports coaching context (planning, practical application,</li> </ol>

	and reflection).								
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>36</td> </tr> <tr> <td>Self directed study</td> <td>12</td> </tr> <tr> <td>Independent learning, including work based learning</td> <td>252</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>300</b></td> </tr> </table>	Lectures, guided learning, seminars etc	36	Self directed study	12	Independent learning, including work based learning	252	<b>TOTAL</b>	<b>300</b>
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Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, practical classes and workshops; fieldwork; work based learning.</p> <p><b>Independent Learning</b> 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.</p> <p><b>Placement Learning</b> Includes a practice placement.</p> <p>Pre-requisite information: This module is a pre-requisite to Coaching Placement 2 at year 2 FdSc Sport Coaching. Students are reminded the importance of the placement required for this module, should the 80 hours (minimum) required not be approved via Hartpury process or full hours achieved then the student CANNOT take the next placement module in their second year, this will ultimately affect the date the student will graduate.</p> <p>Prior placement approval must have been granted by the college, with all attendant paperwork completed and signed off by both the placement provider and the module's placement tutor, before any portion of the total number of placement hours is completed.</p> <p><b>Virtual Learning Environment (VLE)</b> 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> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">30</span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">48</td> <td style="text-align: center;">172</td> <td style="text-align: center;">80</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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 style="margin-left: auto; margin-right: auto;"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	48	172	80	300	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p><b>Essential Reading</b> 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.</p> <p><b>Further Reading</b> 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.</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>• Burton, D. and Raedcke, T. D. (Current Edition). <i>Sport Psychology for Coaches</i>. Leeds: Human Kinectics.</li> <li>• Cassidy, T., Jones, R.L, &amp; Potrac, P. (Current Edition) <i>Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice</i>. London: Routledge.</li> <li>• Chelladurai, P. (Current Edition) <i>Managing organisations for sport and physical activity</i>. Scottsdale: Halcomb Hathaway.</li> <li>• Houlihan, B. (Current Edition) <i>Comparative elite sport development: systems, structures and public policy</i>. Oxford: Butterworth, Heineman.</li> <li>• Jones, R.L., Armour, K. &amp; Potrac, P. (Current Edition) <i>Sports Coaching Cultures – From theory to practice</i>. London: Routledge.</li> <li>• Jones, R.L. (Current Edition). <i>The sports coach as educator. Reconceptualising sports coaching</i>. London: Routledge</li> <li>• Lussier, R. (Current Edition) <i>Sport Management: principle, applications, skill development</i>. Cincinnati, US: Thomson/South-Western.</li> <li>• Lyle, J. (Current Edition) <i>Sports Coaching Concepts – A framework for coach’s behaviour</i>. London: Routledge</li> <li>• Kidman, L. (Current Edition). <i>Developing Decision Makers: An empowerment approach to coaching</i>. NZ: Innovative Print Communications.</li> <li>• Kidman, L. (Current Edition). <i>Athlete-Centered Coaching: Developing Inspired &amp; Inspiring People</i>. NZ: Innovative Print Communications.</li> <li>• Wilmore, J. H., Costill, D. L. and Kenney, W. L. (current edition). <i>Physiology of Sport and exercise</i>. Leeds: Human Kinectics.</li> </ul>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Aim: to provide modes of assessment both of and for learning.</p> <p>More specifically, an individual oral presentation (which includes the submission of a reflective log of time spent with approved placement providers) will require students to reflect on their prior approved work placement experiences and for their professional development.</p> <p>A sports coaching practical exam will provide students with opportunities to integrate theory to practice. Additional questioning and reflection will emphasise knowledge and understanding whilst constructive feedback will provide students with key strengths and areas for improvement.</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 the VLE.</p>
Identify final assessment component and element	Oral Presentation.

<b>% weighting between components A and B</b> (Standard modules only)		<b>A:</b>	<b>B:</b>
		75%	25%
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Oral Presentation (20 minutes) including reflective log of time spent engaging with approved placement providers	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Practical Examination (15 minutes)	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	Oral Presentation (20 minutes) including reflective log of time spent engaging with approved placement providers	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Practical Examination (15 minutes)	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.			