

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Coaching				
Module Code	UISXPN-30-1	Level	1	Version	1.1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	FdSc Sports Studies				
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 V1.1- 01 September 2018		Valid to	01 September 2019	

<b>CVC Approval Date</b>	24 June 2013 V1.1- 13 February 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. Demonstrate an understanding of underlying principles of the coaching process in the planning and delivery of coaching sessions and programmes. (A, B)</li> <li>2. Apply knowledge and understanding of the characteristics of an optimal coaching environment, to your own practice. (A)</li> <li>3. Reflect upon coaching practice, the roles and responsibilities of a coach, and the impact that a coaches philosophy has on their effectiveness. (B)</li> <li>4. Understand the importance of Health and Safety in professional settings (A, B)</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Aims and Objectives - planning of a coaching session and coaching programme.</li> <li>2 Roles and responsibilities of the coach – how these differ when working in different sports and with different levels of athletes.</li> <li>3 The Coaching Process – investigation of process models.</li> <li>4 Coaching Principles/behaviours – how they can affect the coaching environment.</li> <li>5 Coaching Styles.</li> <li>6 Practical application of coaching philosophy, coaching principles and styles in differentiated situations (team sports and individual sports).</li> <li>7 A variety of coaching strategies for coaching different populations.</li> <li>8 Reflective practices</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>1</td> <td>Lectures guided learning, seminars etc.</td> <td>108</td> </tr> <tr> <td>2</td> <td>Independent learning</td> <td>192</td> </tr> <tr> <td colspan="2"><b>TOTAL</b></td> <td><b>300</b></td> </tr> </table>	1	Lectures guided learning, seminars etc.	108	2	Independent learning	192	<b>TOTAL</b>		<b>300</b>						
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Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>300 hours study time of which 108 hours will represent scheduled learning.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p><b>Independent Learning</b> Includes hours engaged with essential reading, assignment preparation and completion.</p> <p><b>Virtual Learning Environment (VLE), or equivalent</b> This module 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" data-bbox="395 1115 1455 1361"> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">300</td> </tr> <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> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">108</td> <td style="text-align: center;">192</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </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"> <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>	Number of credits for this module				300	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	108	192	0	300
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	<p>Total assessment of the module:</p> <table border="1" data-bbox="938 226 1066 360"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>40%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading Strategy	<p><b>Access and Skills</b>  Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.</p> <p><b>Essential Reading</b>  Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further Reading</b>  Students will be encouraged 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 is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>								
Indicative Reading List	<p>CURRENT advice on readings will be available via the module handbook and VLE.</p> <ul style="list-style-type: none"> <li>• Carr, G. (Current Edition). <i>Sports mechanics for coaches</i>. Leeds: Human Kinetics.</li> <li>• Cassidy, T., Jones, R. and Potrac, P. (Current Edition). <i>Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice</i>. Oxon, UK: Routledge.</li> <li>• Cross, N. and Lyle, J. (Current Edition). <i>The coaching process: Principles and practice for sport</i>. Portsmouth: Butterworth- Heinemann.</li> <li>• Denison, J. (Current Edition). <i>Coaching knowledge's: Understanding the dynamics of sport performance</i>. London: A+C Black.</li> <li>• Jones, R. L. (Current Edition). <i>The sports coach as educator: Re-conceptualising sports coaching</i>. London, UK: Routledge.</li> <li>• Jones, R. L., Hughes, M. and Kingston, K. (Current Edition). <i>Introduction to coaching: From science and theory to practice</i>. London: Routledge.</li> <li>• Jones, R., Armour, K. and Potrac, P. (Current Edition). <i>Sports coaching cultures: From practice to theory</i>. London: Routledge.</li> <li>• Lyle, J. (Current Edition). <i>Sports coaching concepts: A framework for coaches behaviour</i>. London: Routledge.</li> <li>• Martens, R. (Current Edition). <i>Successful coaching</i>. Leeds: Human Kinetics.</li> <li>• McMorris, T. and Hale, T. (Current Edition). <i>Coaching science: Theory into practice</i>. Oxford: Wiley Blackwell.</li> </ul> <p>Websites:</p>								

- Coaches Info <http://www.coachesinfo.com>
- Sports Coach UK <http://www.sportscoachuk.org>

### Part 3: Assessment

Assessment Strategy	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Aim: Students will be tasked with compiling a log-book that includes planning and undertaking a minimum of 2 coaching sessions (component A). One of these sessions must be assessed either in the work place or using a specific population group, which will be organised by the student and the lead lecturer. Further to this students will be expected to reflect upon their own performance, and the role and responsibilities of a sports coach.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</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>
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Identify final assessment component and element	<b>Reflective Summary Report</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	40%	60%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Practical Examination (30 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Reflective Summary Report (2000 word equivalency)	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 Practical Examination (30 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Reflective Summary Report (2000 word equivalency)	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.		