



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Sports Coaching				
Module Code	UISXPN-30-1	Level	1	Version	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		Valid to	01 September 2019	

<b>CAP Approval Date</b>	24 June 2013
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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 the principles of planning, organisation and management for both coaching sessions, coaching programmes and the planning process (A, B).</li> <li>2 Develop and enhance the factors associated with the coaching process, coaching behaviours and coaching practice (A).</li> <li>3 Identify and develop areas for producing an optimal coaching environment (A).</li> <li>4 Demonstrate the practice of reflection upon coaching performance with documents that show a deepening awareness of personal strengths and the ability to analyse self-performance (B).</li> <li>5 Understand the importance of assessing the health and safety implications of a range of fieldwork activities (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 Prepare for and undertake 6 days on international residential where sports coaching will be used within both the educational and the third sector. This residential is not compulsory and all activities will be replicated within the UK for those students unable to attend.</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>132</td> </tr> <tr> <td>3</td> <td>Placement learning</td> <td>60</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	132	3	Placement learning	60	<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>This module will be taught in semesters 1 on one day per week.</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>Placement Learning</b> Study hours may include 16 hours used in residential coaching session completion and 44 hours engaged with discussion, learning activities and tutorial.</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> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">300</span></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>108</td> <td>132</td> <td>60</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <table border="0"> <tr> <td>1</td> <td><i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</td> </tr> <tr> <td>2</td> <td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td> </tr> <tr> <td>3</td> <td><i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</td> </tr> </table> <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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	108	132	60	300	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.
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Reading Strategy	<p><b>Access and Skills</b></p> <p>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></p> <p>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></p> <p>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>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>• 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> </ul>								

	<ul style="list-style-type: none"> <li>McMorris, T. and Hale, T. (Current Edition). <i>Coaching science: Theory into practice</i>. Oxford: Wiley Blackwell.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>Coaches Info <a href="http://www.coachesinfo.com">http://www.coachesinfo.com</a></li> <li>Sports Coach UK <a href="http://www.sportscoachuk.org">http://www.sportscoachuk.org</a></li> </ul>
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**Part 3: Assessment**

<b>Assessment Strategy</b>	<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>Practical Assessment: Students will be tasked with compiling a log-book that includes planning and undertaking 6 coaching sessions. 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.</p> <p>Reflective Summary Report: Utilising experiential learning provided during the 6-week programme, learners will be tasked with reflecting on the planning, delivery and performance throughout the 6 sessions.</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	Reflective Summary Report.
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<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	40%	60%

**First Sit**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1 Practical Examination (1 hour)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1 Reflective Summary Report (2500 words)	100%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1 Practical Examination (1 hour)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1 Reflective Summary Report (2500 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.