University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Coaching Pedagogy					
Module Code	UISXS4-15-2		Level	2	Version	1
Owning Faculty	Hartpury College		Field	Sport Science		
Contributes towards	BSc (Hons) Physical Education & School Sport FdSc Sports Coaching BSc (Hons) Sport Performance FdSc Sport Performance					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2014		Valid to	01 September 2020		

CAP Approval Date	17 February 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Demonstrate a thorough understanding of coaching pedagogy (A, B). 2 Critically evaluate the appropriateness of pedagogical theories and interventions given distinct learning aims and contexts to coaching practice (A, B). 3 Analyse how theoretical concepts can inform coaching practice (A, B). 4 Analyse and deconstruct examples from coaching practice (A). 5 Identify how current research informs coaching practice (B). 6 Show effective pre-session planning and in session management of resources and relationships (A).
Syllabus Outline	1 Learning theories. 2 Teaching styles. 3 Social interaction in coaching. 4 Communication in coaching. 5 Feedback for learning. 6 Practical coaching observations and participation.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 33 Self directed study 3 Independent learning 114 **TOTAL** **150**

Teaching and Learning Methods	***Scheduled learning*** May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. ***Independent learning*** May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. ***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 15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

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	40%
Practical exam assessment percentage	60%
	100%

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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 readings** Further reading will be required to supplement the set text and other printed readings. 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 search, 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. **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. - Armour, K. (Current Edition) *Sport Pedagogy: an introduction for teaching and coaching.* London: Pearson. - Burton, D. and Raedcke, T. D. (Current Edition) *Sport Psychology for Coaches.* Leeds: Human Kinetics. - Cassidy, T., Jones, R.L, and 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. - Jones, R.L. (Current Edition) *The Sports Coach as Educator. Reconceptualising Sports Coaching.* London: Routledge - Jones, R. L., Hughes, M., and Kingston, K. eds. (Current Edition) *An introduction to sports coaching.* London: Routledge. - Jones, R. L., Potrac, P., Cushion, C. and Ronglan, L.T. eds. (Current Edition) *The sociology of sports coaching.* London: Routledge. - Harris, K. (Current Edition) *Enhancing Coaches' Experiential Learning Through CoPs: An Action Research Study.* London: Lambert Academic Publishing. - Kidman, L. (Current Edition) *Developing Decision Makers: An Empowerment Approach to Coaching.* Auckland: Innovative Print Communications. - Kidman, L. (Current Edition) *Athlete-Centered Coaching: Developing Inspired & Inspiring People.* Auckland: Innovative Print Communications. - 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. Journal articles: - Sport, Education and Society. - Physical Education and Sport Pedagogy. - International Journal of Sport Science and Coaching. - Sports Coaching Review. - Sociology of Sport. - The Sport Psychologist.

	• Research Quarterly for Sport & Exercise. • Reflective Practice. Websites: • Sports Coach UK www.sportscoachuk.org. • Sport England www.sportengland.org.

Part 3: Assessment			
Assessment Strategy	Aim: Students will be required to demonstrate an understanding of coaching pedagogy through establishing links between theory and practice (logbook) throughout the module. Furthermore, component B (written assignment) requires students to demonstrate knowledge and critical understanding of well-established theories. Learning will also be supported through the use of formative assessment throughout the module. Students who are required to resit failed components will be given opportunities to discuss their assessment(s) with a tutor prior to submitting the resit component(s). 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 skills logbook		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		60%	40%
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Practical skills logbook (equivalent to 1,000 words)		100%	
Component B **Description of each element**		**Element weighting**	
1 Written assignment (1,500 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Practical skills logbook (equivalent to 1,000 words)		100%	
Component B **Description of each element**		**Element weighting**	
1 Written assignment (1,500 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.			