

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Reflective Coach				
Module Code	UISXRY-15-2	Level	2	Version	2.0
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Physical Education and School Sport BSc (Hons) Sports Coaching FdSc Sports Coaching MSci Sports Coach Development				
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 2015 V2.0- 01 September 2018		Valid to	01 September 2024	
Initial CAP Approval Date	03 February 2015		Revised CVC Approval Date	V2.0- 02 May 2018	

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"> 1 Reflect critically on personal coaching practice (A). 2 Demonstrate a knowledge of, and be able to apply methods of, and strategies for, reflection (A, B). 3 Discuss the use of reflective practice within coach education (B). 4 Evaluate the use of reflective practice in the development of coaching practice and coaching edge (B). 5 Analyse the use of disciplined noticing techniques as a focus for reflection (A, B). 								
Syllabus Outline	<ol style="list-style-type: none"> 1 The reflective concept – what is reflective practice? Reflection-in-action and Reflection- on-action. 2 The development of reflective practitioners – reflective skills. 3 Methods and strategies of reflective practices – structured methods of reflection; video reflection; reflective conversations. 4 The role of reflective practice in the continued professional development of the coach, including its place in coach education. 5 Disciplined noticing techniques. 								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150
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TOTAL	150								

Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>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.</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>Key Information Set – Module Data</p> <p>Number of credits for this module 15</p> <table border="1" data-bbox="395 857 1453 1043"> <thead> <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> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </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"> 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. <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 data-bbox="395 1503 1189 1646"> <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;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">25%</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	150	36	114	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</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"> • Kidman, L. (Current Edition) <i>Athlete-Centred Coaching: Developing Inspired & Inspiring People</i>. Auckland: Innovative Print Communications. • Kidman, L. (Current Edition) <i>Developing Decision Makers: An empowerment approach to coaching</i>. Auckland: Innovative Print Communications. • Ghaye, A, & Ghaye, K. (Current Edition) <i>Teaching and Learning Through Critical Reflective Practice</i>. London: David Fulton Publishers. • Schon, D. A. (Current Edition) <i>Educating the Reflective Practitioner</i>. San Francisco: Josey Bass. <p>Journals:</p> <ul style="list-style-type: none"> • 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. <p>Websites:</p> <ul style="list-style-type: none"> • Sport Coach UK www.sportcoachuk.org. • Sport England www.sportengland.org.

Part 3: Assessment			
Assessment Strategy	<p>The module is assessed using an oral presentation and written assignment. Within the group oral presentation, students will be expected to demonstrate reflective thinking with respect to coaching practice. A group mark will be assigned. Within the assignment students will be expected to review and analyse current literature in order to present a well-balanced argument.</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.		
% weighting between components A and B (Standard modules only)		A:	B:
		25%	75%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Group oral presentation (20 minutes)	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	Group oral presentation (20 minutes)	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.			