

## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coaching Children				
Module Code	UISXRT-15-2	Level	2	Version	2.0
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Physical Education & School Sport BSc (Hons) Sports Coaching FdSc Sports Coaching MSci Sports Coaching 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	17 February 2014		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"> <li>1 Demonstrate an appropriate understanding of duty of care and child protection (A).</li> <li>2 Apply theoretical concepts to coaching children (A).</li> <li>3 Analyse how theoretical concepts can inform practice when coaching children (A).</li> <li>4 Analyse and deconstruct examples from coaching practice (A).</li> <li>5 Identify how current research, in relation to National Governing Bodies and teaching bodies' best practice models, can inform coaching practice (A).</li> <li>6 Show effective planning and coaching practice that meets the distinct physical, social and emotional needs of children (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Physical literacy and fundamental skills.</li> <li>2 Child protection.</li> <li>3 Long term athlete development.</li> <li>4 Psychological approaches (e.g. ego/mastery climates).</li> <li>5 Pedagogical approaches (e.g. teaching games for understanding; cooperative learning).</li> <li>6 Physical development (e.g. maturation and wider considerations).</li> <li>7 Social interaction (e.g. parent-child-coach relationship).</li> <li>8 Disability sport.</li> <li>9 School sport.</li> <li>10 Practical coaching observation and participation.</li> </ol>

Contact Hours	Indicative delivery modes:  Lectures, guided learning, seminars etc33 Self directed study3 Independent learning114 <b>TOTAL150</b>										
Teaching and Learning Methods	<b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.  <b>Independent learning</b> May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.  <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.										
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.  <b>Key Information Set – Module Data</b>  Number of credits for this module15 <table><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>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></tbody></table> The table below indicates as a percentage the total assessment of the module which constitutes a:  1Written Exam: Unseen written exam, open book written exam, in-class test. 2Coursework: Written assignment or essay, report, dissertation, portfolio, project. 3Practical 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 percentage0% Coursework assessment percentage0% Practical exam assessment percentage100% 100%	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
150	36	114	0	150							

Reading Strategy	<p><b>Core readings</b> 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><b>Further readings</b> 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><b>Access and skills</b> 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"> <li>• Armour, K. (Current Edition) <i>Sport Pedagogy: an introduction for teaching and coaching</i>. London: Pearson.</li> <li>• Griffin, L. (Current Edition) <i>Teaching Games for Understanding: theory, research, and practice</i>. Leeds: Human Kinetics.</li> <li>• Griggs, G. (Current Edition) <i>An Introduction to Primary Physical Education</i>. London: Routledge.</li> <li>• Haskins, D. (Current Edition) <i>Coaching the whole child: positive development through sport</i>. Leeds: Coachwise.</li> <li>• Hughes, L. and Owen, H. (Current Edition) <i>Good practice in safeguarding children: working effectively in child protection</i>. London: Jessica Kingsley Publishers.</li> <li>• Humphrey, J. H. (Current Edition) <i>Child development through sport</i>. London: Haworth Press.</li> <li>• Lee, M. (Current Edition) <i>Coaching children in sport: principles and practice</i>. London: Routledge.</li> <li>• Malina, M. R. (Current Edition) <i>Growth, maturation, and physical activity</i>. Leeds: Human kinetics.</li> <li>• Stafford, I. (Current Edition) <i>Coaching Children in Sport</i>. Abingdon: Routledge.</li> </ul> <p>Journal articles:</p> <ul style="list-style-type: none"> <li>• Sport, Education and Society.</li> <li>• Physical Education and Sport Pedagogy.</li> <li>• International Journal of Sport Science and Coaching.</li> <li>• Sports Coaching Review.</li> <li>• Sociology of Sport.</li> <li>• The Sport Psychologist.</li> <li>• Research Quarterly for Sport &amp; Exercise.</li> <li>• Reflective Practice.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• Sports Coach UK <a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>.</li> <li>• Sport England <a href="http://www.sportengland.org">www.sportengland.org</a>.</li> </ul>

Part 3: Assessment			
Assessment Strategy	Aims: provide students with the opportunity to apply theoretical concepts to coaching children whilst being required to illustrate how the specific planning and child centred approaches adopted in the session can be justified by experience and academic literature. Students needing to resit will be required to demonstrate how theoretical concepts were applied to the practice completed during the module.		
	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 VLE.		
Identify final assessment component and element		Practical skills logbook	
% weighting between components A and B (Standard modules only)		A:	B:
		100%	N/A
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Practical skills logbook (equivalent to 2,000 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral presentation (30 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.			