University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Coaching Practice Portfolio (Reflective Coaching)					
Module Code	UISV3U-30-3		Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport Science		
Department	Sport		Module Type	Standard		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Sports Coaching MSci Sports Coach Development					
Pre-requisites	Coaching Practice Portfolio (Coaching Pedagogy) UISXRS-30-2		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	12 January 2015		Revised CVC Approval Date	V2.0- 02 May 2018		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically appraise and illustrate their personal strengths in action and prioritise their professional development needs. (A, B) 2. Formulate and justify the inclusion of self- promotional material; a contemporary and professional coaching CV and a realistic and relevant action plan to help them move forward. (A, B) 3. Critically evaluate their personal coaching philosophy through self- reflective practices based on current research. (A, B) 4. Analyse evidence about how to build and sustain successful coach-athlete relationships. (A, B)
Syllabus Outline	This module builds on the skills and knowledge students have acquired in previous levels to enable them to assemble a personal coaching portfolio. It builds on vocational knowledge to enable learners to ensure that they are able to deploy appropriate skills in seeking subsequent employment in a coaching related area. It encourages students to develop their own coaching philosophy. Learners will be encouraged to develop a high degree of self-motivation and autonomy and to articulate learning needs through the assignment commentaries, which form part of the learning log. In correspondence with their tutor they will explore technical and philosophical issues relating to coaching and reflective practice as well as aspects of research and related reading. Module content will include: • Pursuit of excellence; role of reflective practice

	• Personalised reflective strategies • Developing a coaching CV • Power of self disclosure • Transfer of theoretical underpinning into practice • Enhancing knowledge and understanding of developing as a practitioner via self/peer evaluation.
Contact Hours	Indicative delivery modes: • Lectures, guided learning, seminars etc. 66 • Self-Directed learning 6 • Independent learning 228 TOTAL 300
Teaching and Learning Methods	Students learning will progress from a standard lecture based delivery in the first semester to seminars requiring reflection on experiences of coaching based activities during semester two. **Scheduled Learning** May include lectures, seminars, tutorials, portfolio supervision, practical classes and workshops. **Independent Learning** May include hours engaged with essential reading, assignment preparation and completion. **Voluntary Work Experience** Students are encouraged to engage in voluntary work experience to enhance the theory to practice relationship. **Virtual Learning Environment (VLE)** This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
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	50%
Practical exam assessment percentage	50%
		100%

Reading Strategy

Essential Reading
Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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 Reading
Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.

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.

Books

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-centred 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.

Journals:

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	Formative feedback on the portfolio is available through structured seminars. The assessment in this module aims to bring together the learning from across the programme of study. As a result Component A is the culmination of the programme, where students are required to present their portfolio to a panel under a formal interview format. Component B is the final portfolio submission to include their previous work across the programme. 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	Oral Examination		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Oral Examination (20 minutes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio (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** **(as % of component)**
1. Oral Examination (20 minutes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio (equivalent to 2,000 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	