HARTPURY COLLEGE
GLOUCESTERSHIRE
University of the West of England

MODULE CODE:	UIS XPE-20-2	**MODULE VERSION:** 2
MODULE TITLE:	COACHING CHILDREN	
LEVEL:	2	
UWE CREDIT RATING:	20	
ECTS CREDIT RATING:	10	
MODULE TYPE:	STANDARD	
OWNING FACULTY:	HARTPURY	
FIELD:	Sports Science	
VALID FROM:	April 2007	
DISCONTINUED FROM:		
PRE-REQUISITES:	UIS XNA-20-1 Coaching Theory	
CO-REQUISITES:	None	
EXCLUDED COMBINATIONS:	UIS VPE-20-2: Coaching Theory II	

LEARNING OUTCOMES:

To achieve credit at the end of this module the student will be able to:

A. Knowledge and understanding

1. Review the practice of sport and physical education within schools (B);
2. Appreciate the growth and development patterns in children (B);
3. Appreciate the importance of skill acquisition and how it may impact on coaching practice (A, B).

B. Intellectual skills

1. Evaluate the significance of national initiatives for developing sport and exercise within schools (A, B).

C. Subject/professional and practical skills

1. Demonstrate understanding and of duty of care and child protection (B);
2. Demonstrate safe and effective coaching practice (B);
3. Partake in coaching based placement experience (B).

D. Transferable skills and other attributes

1. Maintain a log on activities during a work placement (B).

SYLLABUS OUTLINE:

- The theory and practice of skills acquisition;
- Factors affecting long term athletic development (LTAD);
- Sports participation within the national curriculum of compulsory education;
- Extra curricula sports clubs and their impact on athletic development and maturation;
- Growth, development and maturation patterns in children and how this impacts on progression in sport;
- Duty of care and child protection in sport;
- Utilisation of teaching games for understanding (TGFU).

READING STRATEGY:

Essential reading will be provided electronically, in the module handbook or as printed study packs. All 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. Guidance to some key authors and journal titles available through the library will be given in the module handbook. It is expected that assignment reference lists will reflect the range of reading carried out.

It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. At the start of the year students will be given the opportunity to attend a workshop on selection of appropriate databases and search skills. There are some excellent books published in this search area. Students will be encouraged to buy at least one book. A list of recommended titles will be provided in the Module Handbook and updated annually.

Indicative Reading List:

The following list is offered to provide validation panels/accrediting bodies with an indication of the type of information students may be expected to consult. As such it's 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.

TEACHING & LEARNING METHODS:

- Lectures
- Workshops
- Discussion
- Practical coaching

INDICATIVE SOURCES:

Cassidy, T., Jones, R. L., & Potrac, P. (2004). *Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice*. Routledge.

Cross, N. & Lyle, J. (2003*). The Coaching Process – Principles and practice for sport*. Butterworth Heinemann.

Jones, R. L., Armour, K. & Potrac, P. (2004). *Sports Coaching Cultures – From theory to practice*. Routledge.

Jones, R. L. (2006). *The sports coach as educator. Reconceptualising sports coaching*. Routledge.

Lyle, J. (2004). *Sports Coaching Concepts – A framework for coach's behaviour*. Routledge.

Suggested journals

BAALPE, Bulletin of Physical Education.
British Journal of Physical Education.
European Journal of Physical Education.
Faster, Higher, Stronger.
Journal of Teaching in Physical Education.
Primary Physical Education Focus.
Quest (A publication of the National Association for Physical Education).

Web sites

www.qca.org.uk
www.nc.uk.net
www.english.sports.gov.uk
www.Nrgize.co.uk

Module Name **Coaching Children**
Module Code **UIS XPE-20-2**

ASSESSMENT

Weighting between components A and B (standard modules only) **A: 50% B: 50%**

ATTEMPT 1
First Assessment Opportunity
Description of assessment elements

Component A	**Type**	**Length**	**Element Weighting**
1	Portfolio-based and essay question examination	2 hours	100%
2			
3			
Component B			
1	Written assignment	1500 words	100%
2			
3			

Second Assessment Opportunity (further attendance at taught classes is not required)
Description of assessment elements

Component A	**Type**	**Length**	**Element Weighting**
1	Portfolio-based and essay question examination	2 hours	100%
2			
3			
Component B			
1	Written assignment	1500 words	100%
2			
3			

ATTEMPT 2 (or subsequent), the assessment structure for ATTEMPT 1 applies. Attendance at taught classes is not required for a second or subsequent attempt.

Specification confirmed by:

Role: Associate Dean

Date: 02/04/07