uwe hartpury

MODULE CODE:	UIS VPE-20-2	**MODULE VERSION:** 4.4
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:	November 2010	
DISCONTINUED FROM:		
PRE-REQUISITES:	UIS VNA-20-1 Coaching Theory or UIS XNA-20-1 Coaching Theory	
CO-REQUISITES:	None	
EXCLUDED COMBINATIONS:	UIS XPE-20-2: Coaching Children	

LEARNING OUTCOMES:

At the end of this module the student should be able to:

A. Knowledge and understanding

1. Appreciate the specific sport practices associated with physical education within schools (A, B);
2. Apply the theory of growth and development patterns of children to coaching practice (A, B);
3. Evaluate the significance of skill acquisition and how it may impact on coaching practice (A, B).

B. Intellectual skills

1. Discuss national initiatives for developing sport and exercise in schools (A, B);

C. Subject/professional and practical skills

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

D. Transferable skills and other attributes

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

SYLLABUS OUTLINE:

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

TEACHING & LEARNING METHODS:

A variety of learning strategies will be used which may include lectures, workshops, discussion, practical coaching, and e-learning

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

All students are 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 and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and Skills

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given

the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through iSkillZone. This includes interactive tutorials on search skills, evaluating information and referencing. Sign up workshops are also offered by the Library.

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. CURRENT advice on additional reading will be available via the module handbook or Blackboard pages.

Almond, L. (Current Edition) *Physical Education in Schools*. Kogan Page.

British Association of Advisors and Lecturers in Physical Education (Current Edition) *Charter for physical education and Sport for young people*. BAALPE.

Crouch, M. (Current Edition) *Protecting Children: A guide for sports people*. NCF.

DePauw, K.P. and Gavron, S.J. (Current Edition) *Disability and Sport*. Human Kinetics.
Earle, C. (Current Edition) *Coaching young performers*. Leeds: Sports Coach UK.

Green, K. and Hardman, K. (Eds) (Current Edition) *Physical Education, A Reader*. Meyer & Meyer.

Hall, J. (Current Edition) *The Primary Physical Education Handbook.*

Lee, M (1993) *Coaching children in sport: principles and practice.* London: Spon.

Lightfoot, C., Cole, M. and Cole, S. (Current Edition) *The development of children*.

NCF and Red Cross, (Current Edition) *Emergency First Aid for Sport*. NCF

NCF, *Making Sport Fun*. NCF.

Neate, D. (Current Edition) *PE Essentials*.

Read, B. and Edwards, P. (Current Edition) *Teaching Children to Play Games*. English Sports Council.

Whitlam, P. (Current Edition) *Safe practice in physical education and school sport*. Leeds: Coachwise

Websites and databases:

Curriculum and qualifications development agency (2010) Developing the curriculum, delivering assessments, reforming qualifications [Online]. Available from: http://www.qcda.gov.uk/

Curriculum and qualifications development agency (2010) National curriculum [Online]. Available from: http://curriculum.qcda.gov.uk/index.aspx

The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.

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

ASSESSMENT

In line with the College's commitment to facilitating equal opportunities, a student may apply to the Learning Teaching and Assessment Committee (LTAC) 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 Virtual Learning Environment (VLE).

Weighting between components A and B (standard modules only) **A: 25%**
B: 75%

FIRST ATTEMPT
First Assessment Opportunity
Description of assessment elements

Component A	**Type**	**Length**	**Element Weighting**
1	Group Practical Assessment	3.5 hours	100%
Component B			
1	Written Assignment	2250 words	100%

FIRST ATTEMPT
Second Assessment Opportunity
Further attendance at taught classes is not required
Description of assessment elements

Component A	**Type**	**Length**	**Element Weighting**
1	Individual Oral Assessment	15 minutes	100%
Component B			
1	Written Assignment	2250 words	100%

SECOND (or subsequent) ATTEMPT
Attendance at taught classes is not required for a second or subsequent attempt

Specification confirmed by:

Role: Chair of FVP

Date: November 2010