



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Coaching Work Based Learning Portfolio 2 | | | | |
| Module Code | UISVM8-15-1 | Level | M | Version | 1 |
| Owning Faculty | Hartpury | Field | Sport | | |
| Contributes towards | Shell Framework MSc IPD (Coaching Science) PGDip (Coaching Science) PGCert (Coaching Science) | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Project |
| Pre-requisites | None | | Co-requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | 01 September 2013 | | Valid to | 01 September 2019 | |

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| CAP Approval Date | 24 June 2013 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>(The learning outcomes to be assessed summatively are negotiated between the learner, manager/mentor and the university facilitator and are incorporated into the learning contract.</p> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery).</p> <ol style="list-style-type: none"> 1 Critically appraise existing knowledge, research, new evidence and innovations in practice to support work-based learning (A). 2 Critically analyse complex situations and address current limits of, or contradictions in the knowledge base and/or skills identified for work-based learning (A). 3 Independently evaluate chosen methodology/tools and report findings and reflect upon on-going creation and summative outcomes for a work-based learning portfolio (A). 4 Formulate ethical solutions, arguments and strategies in dialogue with peers, clients, mentors and others (A). 5 Critically reflect on own and/or others responsibilities and management of learning, which contributes to the goals of the organisation and a negotiated learning plan (A). |

| Syllabus Outline | <p>1 This will be determined by the learning contract which has been agreed between the learner, their employer / line manager and an identified academic / programme leader.</p> <p>2 The focus of the learning contract will reflect the learner's or team's developmental needs, which are in line with specific organisational goals, context and governance.</p> <p><i>Please note that the focus of this module must be distinct from any previous or subsequent negotiated learning contract. Final portfolio titles must be signed off by the Module Leader and Programme Leader.</i></p> | | | | | | | | | | | | | | | |
|---|--|---|-----------------------|---------------------|----|----------------------|-----------------------|---|-------------------------|-----------------------|-----------------|-----|-----|----|---|-----|
| Contact Hours | <p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">75</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">45</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table> | Lectures, guided learning, seminars etc | 30 | Self directed study | 75 | Independent learning | 45 | TOTAL | 150 | | | | | | | |
| Lectures, guided learning, seminars etc | 30 | | | | | | | | | | | | | | | |
| Self directed study | 75 | | | | | | | | | | | | | | | |
| Independent learning | 45 | | | | | | | | | | | | | | | |
| TOTAL | 150 | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>Scheduled Learning Teaching and Learning Methods will form an integral part of a negotiated tripartite plan between the learner, the employer-line manager and the programme or module leader. A variety of approaches will be used as student learning skills and needs, and organisational aims, focus and requirements dictate - these may include:</p> <ul style="list-style-type: none"> • Self-directed learning • Team focused learning • Learning sets • Problem solving • Seminars and tutorials • Blended learning via Blackboard or the licensed Learning Through Work website • Online resources • Workplace study days <p>Independent Learning Assignment completion will be supported by further online/telephone tutorials from the module leader and by access to a dedicated virtual learning environment (VLE) presence. Given their diverse/professional backgrounds and the need for a course that demonstrates 'postgraduateness' the candidates will also be encouraged to form virtual and geographic study support groups to further their development of understanding and transferable skills.</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><u>Key Information Set – Module Data</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">15</td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">105</td> <td style="text-align: center;">45</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </table> | Number of credits for this module | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 105 | 45 | 0 | 150 |
| Number of credits for this module | | | | 15 | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | |
| 150 | 105 | 45 | 0 | 150 | | | | | | | | | | | | |

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| | <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 border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table> | Written exam assessment percentage | 0% | Coursework assessment percentage | 100% | Practical exam assessment percentage | 0% | | 100% |
| Written exam assessment percentage | 0% | | | | | | | | |
| Coursework assessment percentage | 100% | | | | | | | | |
| Practical exam assessment percentage | 0% | | | | | | | | |
| | 100% | | | | | | | | |
| Reading Strategy | <p>Essential Reading Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved.</p> <p>Further Reading 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 catalogue, 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, wider professional sources and in-house publications of related national accrediting and sports governing bodies – e.g. Sports Coach UK.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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"> • Johnson, R.S., Mims-Cox, J.S. and Doyle-Nichols, A. (Current Edition) <i>Developing Portfolios in Education – A Guide to Reflection, Inquiry and Assessment</i>. London: Sage Publications Inc. • Seldin, P. (Current Edition) <i>The Teaching Portfolio - A Practical Guide to Improved Performance and Promotion/Tenure Decisions</i>. Boston, MA: Anker Publishing. • Zubizarreta, J. (Current Edition) <i>The Learning Portfolio: Reflective Practice for Improving Student Learning</i>. London: John Wiley and Sons Ltd. | | | | | | | | |

Part 3: Assessment

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| Assessment Strategy | <p>Summative assessment centres upon completion of a portfolio based collation of relevant professional, academic and in-house organisational literature, reflective exercises and personal development action planning. The required content and collation methodologies for this work exactly mirror those of the UKCC Level 4 award, demanding satisfactory completion of a synoptic account across all potential module subject areas covered in this modular assessment, and a judgement about the learner's engagement, transferable skills and innovative output/practice. This is evidenced via the satisfactory completion of an Evidencing Work-Based Learning Portfolio including:</p> <ol style="list-style-type: none"> 1 Demonstration of postgraduate intellectual skills via evaluation of both personal and professional development and life-long learning needs in light of their on-programme and wider coaching experiences. 2 An evaluative commentary detailing the development of portfolio aims, focus, collection and collation methods, editing and emphasising of contents and cognisance of potential audience needs, skills and conventions. 3 Content developed and selected in conversation and connection with a scheduled and student-managed mentoring relationship with the module leader and/or programme leader. <p>A tentative but recurrent guide to the learner will be that they address the following components in their work:</p> <p>Personal Skills and Needs Orientation and Aims Reflection Themes Focus and Context Output Audience Literature Sources and Choices Integration Across Modules Overall Assessment of Quality</p> <p><i>Please note that the focus of this module must be distinct from any previous or subsequent negotiated learning contract. Final portfolio titles must be signed off by the Module Leader and Programme Leader.</i></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 VLE.</p> |
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| Identify final assessment component and element | Work-Based Learning Portfolio |
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|--|-----------|-----------|
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |

First Sit

| Component A (controlled conditions) Description of each element | Element weighting |
|--|-------------------|
| 1 Work-Based Learning Portfolio (equivalent to 2500 words) | 100% |

Resit (further attendance at taught classes is not required)

| Component A (controlled conditions) Description of each element | Element weighting |
|--|-------------------|
| 1 Work-Based Learning Portfolio (equivalent to 2500 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.