![University of the West of England, Bristol logo]

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coach Education in Context				
Module Code	UISXMW-15-M	Level	M	Version	2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	MSc Coaching Science PgDip Coaching Science PgCert Coaching Science MSc Professional Development (Coaching Science) PGDip Professional Development (Coaching Science) PGCert Professional Development (Coaching Science)				
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 2014	Valid to	01 September 2020		

CAP Approval Date	07 March 2014

Part 2: Learning and Teaching		
Learning Outcomes	1	Appraise differing theoretical positions concerning formal, informal and non-formal formats, experiences and inter-personal relationships in coach education (A, B).
	2	Evaluate a range of coach development experiences – including coach mentoring, modelling practice on related professions and communities of practice – by placing them in distinct and contrasting coach education contexts (A, B).
	3	Synthesise current theory and personal/professional experience to formulate and defend contextualised approaches to coach education practice (A, B).
	4	Evaluate and contribute to contemporary research concerning the proposition that sport coaches from distinct contexts 'have' and 'need' similarly bespoke developmental provision in terms of formal education and life experiences (A, B).
	5	Design, conduct and reflect upon an interview of a coaching 'master' practitioner to ascertain their developmental experiences, preferences and needs (A, B).
Syllabus Outline	1	Development of expertise and broad professional/contextual definitions.
	2	Contrasting coach education and coach development.
	3	Appraising the influence and ratio of formal, informal and non-formal education.
	4	Developing meaningful mentoring relationships.
	5	Building, growing and maintaining a community of practice.
	6	Nature-nurture debates in coach career path and development.

Contact Hours	Indicative delivery modes:
	Lectures, guided learning, seminars etc 30 Self directed study 75 Independent learning 45 **TOTAL** **150**

Teaching and Learning Methods	***Scheduled Learning***
	1 The module content and its method of assessment will be introduced via seminars that combine lectures and reflective group-work alongside one-to-one assignment support.
	2 Extension studies will take place during seminars that will revolve around paired peer observation and facilitated feedback activities and discussions.
	3 All students will have access to one-to-one tutorials during which assignment refinement and directed coaching tasks will be completed.
	4 Post-seminar directed study will highlight key research sources, methodologies and potential approaches to assignment completion whilst broadening the students' awareness of the pertinent field of study.
	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.
	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.

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				15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	105	45	0	150

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

1   *Written Exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *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_** 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. **_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. **_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.
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, including the module guide. • Armour, K. ed. (Current Edition) *Sport Pedagogy: An Introduction for Coaching and Teaching Sport.* London: Prentice-Hall. • Cassidy, T., Jones, R. L. Potrac, P. (Current Edition). *Understanding Sports Coaching – The social, cultural and pedagogical foundations of coaching practice.* London: Routledge. • Jones, R. L. ed. (Current Edition) *The Sports Coach as Educator – Re-conceptualising sports coaching.* London: Routledge. • Lyle, J. (Current Edition) *Sports Coaching Concepts.* London: Routledge. • Lyle, J., Cushion, C. (Current Edition) *Sports Coaching: Professionalisation and Practice.* Edinburgh: Churchill Livingstone. Journals: • Sport Education and Society. • Physical Education and Sport Pedagogy. • Journal of Teaching in Physical Education. • Quest.

Part 3: Assessment			
Assessment Strategy	Summative assessment centres upon completion of: a) a practical skills assessment where the student will assess a previously unseen piece of video-taped coaching practice and formulate, in conversation with the module assessors, a structured feedback and future intervention guide imagining that this document will shape a reflective mentoring conversation with the practitioner depicted in the video. b) the submission of an executive summary detailing the preparation for and data themes ascertained during an interview of a self-selected (and defined) 'master' coach with components including but not limited to developmental influences, role models, connection to sport performance background, formal education and training, current job demands and preparedness, future possible developmental needs and core role competencies. Formative assessment similarly has two components: 1 Group discussion and individual reflection is demanded by tasks set within the seminars. 2 Facilitated peer group video coaching observations and peer-to-peer mentoring 'micro-session' exercises will allow for assessment of learners' use, evaluation and refinement of professional feedback (360 degree) models, whilst developing and experiencing best practice in their use. 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 Assessment.		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		50%	50%
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Practical Skills Assessment (25 minutes)		100%	
Component B **Description of each element**		**Element weighting**	
1 Written Assignment (1500 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Practical Skills Assessment (25 minutes)		100%	
Component B **Description of each element**		**Element weighting**	
1 Written Assignment (1500 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.			