

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coaching Craft				
Module Code	UISVM3-30-M		Level	M	Version 1.1
Owning Faculty	Hartpury College		Field	Sport	
Contributes towards	MSc Coaching Science MSci Sports Coach Development Pg Dip Coaching Science PgCert Coaching Science				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2019	

CAP Approval Date	03 February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Understand and appreciate the role of the coaching process when applied to coaching practice (A, B). 2 Demonstrate awareness of decision-making and language use models in the management of player progression, related to their goals, context, and performance requirements (A, B). 3 Construct and critically debate existing coaching philosophy (A, B). 4 Evaluate the competing inter-personal and organisational demands when considering the empowerment of athletes and co-workers (A, B). 5 Appraise issues surrounding the contextual nature of coaching effectiveness (A, B). 6 Critically examine relationships between coaches and their athletes (A, B). 7 Synthesise technical, academic and professional information and relate to practice (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 The coaching process – models ‘for’ and models ‘of’ practice. 2 Developing and articulating a personal coaching philosophy. 3 Modelling planning practice and use of language on related professions. 4 Coach behaviours and decision-making. 5 Empowerment and coaching micro-politics.

Contact Hours	Indicative delivery modes:															
	Lectures, guided learning, seminars etc				60											
	Self directed study				150											
	Independent learning				90											
	TOTAL				300											
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 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 <table><tr><td>30</td></tr></table> <table><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>300</td><td>210</td><td>90</td><td>0</td><td>300</td></tr></table> The table below indicates as a percentage the total assessment of the module which constitutes a: 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. 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:					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	210	90	0	300
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Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours												
300	210	90	0	300												

	<p>Total assessment of the module:</p> <table> <tr> <td>Written exam assessment percentage</td><td>0%</td></tr> <tr> <td>Coursework assessment percentage</td><td>75%</td></tr> <tr> <td>Practical exam assessment percentage</td><td>25%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
Written exam assessment percentage	0%								
Coursework assessment percentage	75%								
Practical exam assessment percentage	25%								
	100%								
Reading Strategy	<p>Essential Reading</p> <p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated virtual learning environment (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</p> <p>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</p> <p>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"> • Anderson, M. B. (Current Edition) <i>Sport psychology in practice</i>. Champaign, IL: Human Kinetics. • Arnold, P. (Current Edition) <i>Sport, Ethics & Education</i>. London: Cassell. • Galvin, B., Ledger, P. (Current Edition). <i>A Guide to Planning Coaching Programmes</i>. Leeds: Coachwise. • Jones, R. L. (Ed) (Current Edition). <i>The Sports Coach as Educator: Re-conceptualising Sports Coaching</i>. London: Routledge. • Jones, R.L., Potrac, P., Cushion, C. & Tore Ronglan, L. (Current Edition) <i>The Sociology of Sports Coaching</i>. London: Routledge. • Lyle, J., Cushion, C. (Eds) (Current Edition) <i>Sports Coaching: Professionalisation and Practice</i>. Edinburgh: Churchill Livingstone. • Magill, R. A. (Current Edition) <i>Motor learning: Concepts and Application</i>. Dubuque, US: W. C. Brown. • McMorris, T. (Current Edition) <i>Acquisition and performance of sports skills</i>. Chichester, UK: Wiley. • McMorris, T., Hale, T. (Current Edition) <i>Coaching science: Theory and Practice</i>. Chichester, UK: Wiley. 								

	<p>Journals:</p> <ul style="list-style-type: none"> • International Journal of Sports Science and Coaching • Quest • Sports Psychologist • Sport Education and Society • Quest • Physical Education and Sport Pedagogy • Journal of Applied Sports Psychology • Journal of Sports Sciences • Physical Education and Sport Pedagogy • Journal of Sport Behaviour • Journal of Teaching in Physical Education • Sports Coach
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Part 3: Assessment		
Assessment Strategy	<p>Summative assessment centres upon:</p> <p>a) A controlled conditions presentation that demands further reflection upon both the nature of their research conduct and written output alongside reflections upon how the chosen skill has been integrated into personal practice. The presentation will promote further engagement with the knowledge domain represented by the module, whilst the candidate will also be asked to demonstrate postgraduate intellectual skills by evaluating both their personal and professional development in light of their learning experience.</p> <p>b) The creation of a synoptic research output. An introduction to a core coaching skill or activity; a state of the art review of aspect (including observation/discussion with two specialists in that skill from a related professional field, master coaches; web research, personal experience, journals); Critical reflection on the effectiveness of your practices; Conclusions and recommendations.</p> <p>Formative assessment similarly has two components:</p> <p>1 Group discussion and individual reflection is demanded by tasks set within the module.</p> <p>2 Module leader and peer 'in seminar' observations will include assessment of candidates' use, evaluation and refinement of theoretical material contained in the module via structured supervision reviews and one-to-one developmental discussions.</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>	
Identify final assessment component and element	Oral Presentation.	

% weighting between components A and B (Standard modules only)		A:	B:
		25%	75%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral Presentation (25 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written Assignment (3750 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral Presentation (25 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written Assignment (3750 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.			