University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Coaching Practice Portfolio – Coaching Pedagogy					
Module Code	UISXRS-30-2		Level	2	Version	1.1
Owning Faculty	Hartpury		Field	Sport Science		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Sports Coaching MSci Sports Coach Development					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	Coaching Practice Portfolio – Coaching Theory (UISXL4-30-1)		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2015		Valid to	01 September 2020		

CAP Approval Date	03 February 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Explain the principles of coaching pedagogy (A, B). 2 Evaluate the appropriateness of pedagogical theories and interventions given distinct learning aims and contexts to coaching practice (A, B). 3 Analyse how theoretical concepts can inform coaching practice (A, B). 4 Deconstruct examples from coaching practice (A). 5 Identify how current research informs coaching practice (B). 6 Demonstrate effective pre-session planning and in-session management of resources and relationships (A).
Syllabus Outline	1 Learning theories. 2 Teaching styles. 3 Social Interaction in coaching. 4 Communication in coaching. 5 Feedback for learning. 6 Practical coaching observations and participation.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning 228 **TOTAL** **300**

Teaching and Learning Methods	**_Scheduled Learning_** May include lectures, seminars, tutorials, porfolio supervision, practical classes and workshops. **_Independent Learning_** May include hours engaged with essential reading, assignment preparation and completion. **_Voluntary Work Experience_** Students are encouraged to engage in voluntary work experience to enhance the theory to practice relationship. **_Virtual Learning Environment (VLE)_** This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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. **<u>Key Information Set – Module Data</u>**

Number of credits for this module | 30 |

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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	
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

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
	Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.
	Access and Skills
	Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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. (Current Edition). *Sport Pedagogy: an Introduction for Teaching and Coaching.* London: Pearson.
	• Burton, D. and Raedcke, T. D. (Current Edition). *Sport Psychology for Coaches.* Leeds. Human kinectics.
	• Cassidy, T., Jones, R.L, & Potrac, P. (Current Edition) *Understanding Sports Coaching – The Social, Cultural and Pedagogical Foundations of Coaching Practice.* London: Routledge.
	• Chelladurai, P. (Current Edition) *Managing Organisations for Sport and Physical Activity.* Scottsdale: Halcomb Hathaway.
	• Jones, R.L. (Current Edition). *The Sports Coach as Educator. Reconceptualising Sports Coaching.* London: Routledge.
	• Jones, R. L., Hughes, M., & Kingston, K. eds. (Current Edition) *An Introduction to Sports Coaching.* London: Routledge.
	• Jones, R. L., Potrac, P., Cushion, C. & Ronglan, L.T. eds. (Current Edition) *The Sociology of Sports Coaching.* London: Routledge.
	• Harris, K. (Current Edition). *Enhancing Coaches' Experiential Learning Through CoPs: An Action Research Study.* London: Lambert Academic Publishing.
	• Kidman, L. (Current Edition). *Developing Decision Makers: An Empowerment Approach to Coaching.* Auckland: Innovative Print Communications.
	• Kidman, L. (Current Edition). *Athlete-Centered Coaching: Developing Inspired & Inspiring People.* Auckland: Innovative Print Communications.
	• Lyle, J. (Current Edition) *Sports Coaching Concepts – A Framework for Coach's Behaviour.* London: Routledge.
	• Lyle, J and Cushion, C. (Current Edition) *Sport Coaching; Professionalisation and Practice.* London: Churchill Livingstone Elsevier.
	Journals:
	• Sport, Education and Society.
	• Physical Education and Sport Pedagogy.
	• International Journal of Sport Science and Coaching.
	• Sports Coaching Review.
	• Sociology of Sport.
	• The Sport Psychologist.
	• Research Quarterly for Sport & Exercise.
	• Reflective Practice.

Websites:
		• Sports Coach UK www.sportscoachuk.org. • Sport England www.sportengland.org.

Part 3: Assessment	
Assessment Strategy	The assessment strategy specifically aims to: 1 Reflect the learning undertaken at specific stage. 2 Ascertain students' learning strengths, weaknesses and continuing developmental needs. 3 Develop students' ability to integrate theory and practice. 4 Develop critical and analytical skills to improve further practice. 5 Enable students to search for, utilise and critique evidence. 6 Promote students' individual growth and independent lifelong learning skills. In order for this to be achieved, assessments adopt a variety of techniques such as; coaching portfolio and practical examination. Assessment of practice is undertaken using competency based framework to demonstrate the integration of theory and practice. 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 the VLE.

Identify final assessment component and element	Practical examination.		

% weighting between components A and B (Standard modules only)		**A:**	**B:**
		40%	60%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Practical examination (20 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Portfolio (equivalent to 2,000 words)	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Practical examination (20 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Reflective oral presentation (30 minutes)	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.	