

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Coaching Placement 2				
Module Code	UISXSF-30-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	FdSc Sports Coaching				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	Coaching Placement 1 (UISXM6-30-1)		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

<b>CAP Approval Date</b>	29 May 2014
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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"> <li>1 Apply the specialist knowledge and skills developed through the FdSc Sports Coaching programme in a relevant work placement environment (A, B).</li> <li>2 Critically evaluate a sports coaching placement experience (A).</li> <li>3 Identify and concisely articulate key areas for appropriate personal and professional development (A).</li> <li>4 Prepare for, deliver and critically review coaching sessions in the workplace (B).</li> <li>5 Demonstrate the ability to communicate clearly and professionally in a variety of formats (A, B).</li> </ol>								
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Coach Education (formal and informal learning).</li> <li>2 Experiential learning and reflective practice.</li> <li>3 Career planning in Sports Coaching.</li> <li>4 Sports Coaching Job Applications.</li> <li>5 Professional Presentation skills.</li> <li>6 Interview techniques.</li> <li>7 Time management.</li> <li>8 Academic skills for sports coaching.</li> <li>9 Work based learning in a sports coaching context (planning, practical application, and reflection).</li> </ol>								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">278</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>300</b></td> </tr> </table>	Lectures, guided learning, seminars etc	16	Self-directed study	6	Independent learning	278	<b>TOTAL</b>	<b>300</b>
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Teaching and Learning Methods	<p><b>Scheduled learning</b> May include lectures, seminars, tutorials, supervision of placement activity, work based learning.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, assignment preparation and completion etc.</p> <p><b>Placement learning</b> Includes a work placement. Prior placement approval must have been granted by the college, with all attendant paperwork completed and signed off by both the placement provider and the module's placement tutor, before any portion of the total number of placement hours is completed.</p> <p>Students are reminded the importance of the placement required for this module, should the 140 hours (minimum) required not be approved via Hartpury process and full hours achieved then the student will not be able to pass this module and as the module is core, will not be able to achieve the FdSc Sports Coaching.</p> <p><b>Virtual learning environment (VLE)</b> 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><b>Key Information Set – Module Data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">30</span></p> <table border="1" data-bbox="389 1193 1444 1379"> <thead> <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> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">22</td> <td style="text-align: center;">138</td> <td style="text-align: center;">140</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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 data-bbox="389 1839 1058 1975"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	22	138	140	300	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Reading Strategy	<p><b>Core readings</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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.</p> <p><b>Further readings</b> Further reading will be required to supplement the set text and other printed readings. 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 search, 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.</p> <p><b>Access and skills</b> 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.</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"> <li>• Armour, K. (Current Edition) <i>Sport Pedagogy: an Introduction for Teaching and Coaching</i>. London: Pearson.</li> <li>• Cassidy, T., Jones, R.L, and Potrac, P. (Current Edition) <i>Understanding Sports Coaching – The Social, Cultural and Pedagogical Foundations of Coaching Practice</i>. London: Routledge.</li> <li>• Jones, R.L. (Current Edition) <i>The Sports Coach as Educator. Reconceptualising Sports Coaching</i>. London: Routledge</li> <li>• Knowles, Z., Gilbourne, D., Cropley, B., and Dugdill, L. (eds) (Current Edition) <i>Reflective Practice in the Sport and Exercise Sciences: Contemporary Issues</i>. London: Routledge.</li> <li>• Lyle, J. (Current Edition) <i>Sports Coaching Concepts – A framework for Coach’s Behaviour</i>. London: Routledge.</li> <li>• Lyle, J and Cushion, C. (Current Edition) <i>Sport Coaching; Professionalisation and Practice</i>. London: Churchill Livingstone Elsevier.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• Sport, Education and Society.</li> <li>• Physical Education and Sport Pedagogy.</li> <li>• International Journal of Sport Science and Coaching.</li> <li>• Sports Coaching Review.</li> <li>• Sociology of Sport.</li> <li>• The Sport Psychologist.</li> <li>• Research Quarterly for Sport &amp; Exercise.</li> <li>• Reflective Practice.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• Sports Coach UK: <a href="http://www.sportscoachuk.org">http://www.sportscoachuk.org</a>.</li> <li>• Sport England: <a href="http://www.sportengland.org">http://www.sportengland.org</a>.</li> <li>• Active Gloucestershire: <a href="http://www.activegloucestershire.org">http://www.activegloucestershire.org</a>.</li> </ul>

<b>Part 3: Assessment</b>			
<b>Assessment Strategy</b>	<p>Aim: to provide modes of assessment both of and for learning.</p> <p>More specifically, an individual in-class oral presentation and the submission of a reflective log of time spent with approved placement providers will require students to reflect on their prior approved work placement experiences and for their professional development. Additional questioning and reflection will emphasise knowledge and understanding whilst constructive feedback will provide students with key strengths and areas for improvement.</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		In-class oral presentation.	
% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
		25%	75%
<b>First Sit</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	In-class oral presentation (15 minutes)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Placement portfolio (including evidence of an approved work placement) (equivalent to 4,000 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Oral presentation (15 minutes)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Placement portfolio (including evidence of an approved work placement) (equivalent to 4,000 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			