




Module Specification

Part 1: Basic Data					
Module Title	Sports Coaching				
Module Code	WSPVF7-30-4	Level	4	Version	1.0
Credit Rating	30	ECTS Credit Rating	15	Includes WBL?	No
Teaching Institution	University Centre Weston	Department	Sport	Module Type	Standard
Contributes towards	FdSc Sports Studies				
PSRB involved	None	Module Entry requirements	None		
Pre-requisites	None	Excluded Combinations	None		
Most recent Validation Date	V1.0 – 10 July 2019	Due for re-validation by:	01 September 2024		
Amendment Approval Date		Amended with effect from	01 September 2019		

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. Demonstrate an understanding of underlying principles of the coaching process in the planning and delivery of coaching sessions and programmes. (A, B) 2. Apply knowledge and understanding of the characteristics of an optimal coaching environment, to your own practice. (A) 3. Reflect upon coaching practice, the roles and responsibilities of a coach, and the impact that a coach's philosophy has on their effectiveness. (B) 4. Understand the importance of Health and Safety in professional settings (A, B)
Syllabus Outline	<ul style="list-style-type: none"> • Aims and objectives - planning of a coaching session and coaching programme. • Roles and responsibilities of the coach – how these differ when working in different sports and with different levels of athletes. • The Coaching Process – investigation of process models. • Coaching principles/behaviours – how they can affect the coaching environment. • Coaching styles. • Practical application of coaching philosophy, coaching principles and styles in differentiated situations (team sports and individual sports). • A variety of coaching strategies for coaching different populations. • Reflective practices.

Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>Scheduled Learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p>Independent Learning Includes the hours engaged with essential reading, assignment preparation and completion.</p> <p>Virtual Learning Environment (VLE), or equivalent This module 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>																																							
Unistats Information	<p>The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These 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> <table border="1" data-bbox="485 853 1378 1234"> <tr> <td colspan="5">Expected learning hours for the module:</td> <td></td> </tr> <tr> <td colspan="5">Number of credits for this module</td> <td>30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td>300</td> <td>90</td> <td>210</td> <td>0</td> <td>300</td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="596 1632 1273 1861"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>40%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </table>	Expected learning hours for the module:						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	90	210	0	300		Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		60%	Practical exam assessment percentage		40%			100%
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Reading Strategy	<p>Essential reading Essential 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 unless explicitly stated and</p>																																							

	<p>students will have full access to library services, online applications, and inter-library loans.</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 and wider professional sources.</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 the validators /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, current advice on readings will be available via the module handbook and VLE.</p> <p>Carr, G. (current edition) <i>Sports mechanics for coaches</i>. Leeds: Human Kinetics.</p> <p>Cassidy, T., Jones, R. and Potrac, P. (current edition) <i>Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice</i>. Oxon, UK: Routledge.</p> <p>Cross, N. and Lyle, J. (current edition) <i>The coaching process: principles and practice for sport</i>. Portsmouth: Butterworth- Heinemann.</p> <p>Denison, J. (current edition) <i>Coaching knowledges: understanding the dynamics of sport performance</i>. London: A & C Black.</p> <p>Jones, R. L. (current edition) <i>The sports coach as educator: re-conceptualising sports coaching</i>. London, UK: Routledge.</p> <p>Jones, R. L., Hughes, M. and Kingston, K. (current edition) <i>Introduction to coaching: from science and theory to practice</i>. London: Routledge.</p> <p>Jones, R., Armour, K. and Potrac, P. (current edition) <i>Sports coaching cultures: from practice to theory</i>. London: Routledge.</p> <p>Lyle, J. (current edition) <i>Sports coaching concepts: A framework for coaches' behaviour</i>. London: Routledge.</p> <p>Martens, R. (current edition) <i>Successful coaching</i>. Leeds: Human Kinetics.</p> <p>McMorris, T. and Hale, T. (current edition) <i>Coaching science: Theory into practice</i>. Oxford: Wiley Blackwell.</p> <p><u>Websites</u> Coaches Info www.coachesinfo.com Sports Coach UK www.sportscoachuk.org</p>

Part 3: Assessment

Assessment Strategy	<p>This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification.</p> <p>Aim: Students are required to undertake a minimum of 2 coaching sessions. Component A will consist of an assessment of one of these coaching sessions. Both coaching sessions and a log book containing planning for the</p>
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	<p>sessions will form the basis of the reflective report for Component B, where students will be expected to reflect upon their own performance, and the role and responsibilities of a sports coach.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p> <p>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.</p>
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Identify final assessment component and element	B1	
% 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 (30 minutes)	100%	
Component B Description of each element	Element weighting	
1. Reflective Summary Report (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 (30 minutes)	100%	
Component B Description of each element	Element weighting	
1. Reflective Summary Report (equivalent to 2,000 words)	100%	
If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.		

Module Amendment Log

Module Title:	Sports Coaching
Module Code:	WSPVF7-30-4
Initial Approval Date:	10 July 2019

Changes:

Current version number: 0	
Outline Change Details: new module	
Rationale: A new module for a programme new to Hartpury University validation.	
Approval Committee and Date:	CVC 2019 07 10
Change approved with effect from:	1 September 2019
Resulting new version number:	1.0