

MODULE SPECIFICATION

Module Title: <b>Coaching Pedagogy</b>	Level: <b>5</b>	Credit Value: <b>20</b>
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Module code: (if known) <b>SPT501</b>	Cost Centre: <b>GASP</b>	JACS2 code*: <b>C600</b>
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Semester(s) in which to be offered: <b>1 &amp; 2</b>	With effect from: <b>September 2016</b>
	Version: <b>2</b>

Existing/New: <b>Existing</b>	Title of module being replaced (if any): <b>None</b>
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Originating Academic area: <b>Sport and Exercise Sciences</b>	Module Leader: <b>Pam Richards</b>
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Module duration (contact hours/directed/directed private study): <b>40/60/100</b>	Status: <b>core</b>
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Percentage taught by Subjects other than originating Subject (please name other Subjects): <b>None</b>
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Programme(s) in which to be offered: BSc (Hons) Sport Coaching (core) BSc (Hons) Sports Management (core)	Pre-requisites per programme (between levels): <b>None</b>	Co-requisites per programme (within a level): <b>None</b>
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Module Aims:

1. Examine the pedagogical issues faced by sports coaches when delivering in specific contexts/environments.
2. Develop students' understanding of how to facilitate the practice of sports coaching through a community-based sports context.
3. Enable students to evaluate and reflect on coaching performance.

**Expected Learning Outcomes**

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate confidence to organize, plan and deliver practical a session.
2. Reflect on the ability to deliver a practical session drawing on sports coaching theory.
3. Evaluate the process, principles and practice of sports coaching through reflective practice.
4. Apply coaching theory to inform and influence practice

Transferable/Key Skills and other attributes:

Planning, organisation, observation, discussion, self-management, independent thinking, problem solving, IT skills, communication skills, interpersonal skills of interacting with performers, reflective practice.

Assessment:

**Practical individual assessment and reflective account.**

As the course has a practical element, which is concerned with the application of knowledge, the assessment strategy will reflect student learning of this process. The practical assessment will assess student competency in the application of knowledge in a practical context that will include evidence of planning for practice as well as evaluating practice. **(Learning Outcomes: 1, 2 & 3).**

**Reflective Portfolio**

The portfolio will provide evidence of students' knowledge in relation to the sports environment and will focus therefore on issues relating to professional competencies and reflective practice. **(Learning Outcomes: 3 & 4).**

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1, 2, 3	Practical Session	60%		45 mins (approx.)
2	3, 4	Reflective Portfolio	40%		2000 word equivalent

Learning and Teaching Strategies:

The module will include a range of teaching forums such as: lectures, practicals, tutorials, seminar presentations, self-directed study, and introduce students to generic software (Microsoft Excel) utilised within the profession and academia.

Syllabus outline:

- An understanding of the models of the coaching process.
- An understanding of various aspects of the coaching process e.g. feedback, organising etc.
- Understand different theory of learning and their application to the coaching environment.
- An understanding of pedagogical elements of demonstrations, instructions etc.
- The ability to understand and evaluate models of reflective practice.
- Demonstrate the ability to plan and organise a session.
- Understand the different coaching strategies which can be applied to a practical setting.
- Be able to observe and analyse performance and recommend corrective coaching points.

## **Bibliography**

### **Essential reading:**

Armour, K.M., Jones, R., and Potrac, P. (2003). *Sports coaching cultures: From theory to practice*. London: Routledge.

Cassidy, T., Jones, R., and Potrac, P. (2008). *Understanding sports coaching. The social, cultural and pedagogical foundations of coaching practice*. (2<sup>nd</sup> Ed). London: Routledge.

Jones, R. L. (Ed.) (2006). *The sports coach as educator: Re-conceptualising sports coaching*. London: Routledge.

### **Other indicative reading:**

Brackenridge, C.H., Pitchford, A., Nutt, G., and Russell, K. (2007) *Child welfare in football*. London: Routledge.

Griffin, L., Mitchell, S., and Oslin, J. (1997). *Teaching sports concepts and skills: A tactical games*.  
Champaign, IL, Human Kinetics.

Launder, A.G. (2001). *Play practice: The games approach to teaching and coaching sports*.  
Champaign, IL, Human Kinetics.

Lee, M (1993). *Coaching children in sport: Principles and practice* (2<sup>nd</sup> ed). London: E & FN Spon.

Lyle, J. (2003). *Sports coaching concepts: A framework for coaches' behaviour*. London: Routledge.