

Module specification

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Module Code	SPT632
Module Title	Reflective Practitioner Special Topic
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100433
Cost Code	GASP
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Sports Coaching and Fitness	Core
BA (Hons) Football and Community Development	Core

Breakdown of module hours

Learning and teaching hours	6hrs
Placement tutor support hours	10 hrs
Supervised learning hours e.g. practical classes, workshops	10 hrs
Project supervision hours	10 hrs
Active learning and teaching hours total	36 hrs
Placement hours	120 hrs
Guided independent study hours	244 hrs
Module duration (Total hours)	400 hrs

Module aims

Enable students to negotiate critical and reflexive study at an advanced level which is relevant to their personal or professional development and field of practice / study or to employer requirements.

Enables students to undertake reflexive enquiry into a selected topic, appropriately negotiated in relation to their chosen coaching sport or fitness specialism.

Module Learning Outcomes

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

1	Select an area of interest and critically rationalise the choice in terms of relevance to continuing professional development
2	Critically review a broad range of literature including empirical research appropriate to their chosen area of study
3	Critically analyse the emerging issues within their chosen topic and synthesise these to their practice.
4	Critically reflect on practice within an applied setting

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Negotiated Learning - Students will produce a piece of work that outlines emerging issues within the topic area. Students critically reflect on their experience within the selected setting(s) in relation to their own CPD. The student will keep a portfolio of reflective logs to be submitted as supporting evidence, using research-based models of reflection.

Oral Assessment - Students will produce a piece of coursework that outlines emerging issues within the agreed topic area. Students will critically reflect on their experience within selected settings in relation to their own CPD. The student will keep a portfolio of reflective logs to be submitted as supporting evidence, using research based models of reflection.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-3	Negotiated Learning	4000 words	65%	N/A
2	4	Oral Assessment	2000 words	35%	N/A

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the university's Active Learning Framework (ALF). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The

use of workshops and practical exercises will allow students to understand the content and use of the processes being taught.

During WBL opportunities students will be required to complete and keep up to date pre-constructed Work-Based Learning Portfolios, details of these will be provided at the commencement of the module.

Students will, after meeting with the team and after the introductory lecture, be asked to choose a specialist topic area of interest, the deadline to do so will be by the end of November in semester one. They will then be allocated a member of the programme team as their subject area advisor and with the module leader, agree their special topic area.

Students will be told they are to negotiate with their advisors, appropriate dates for meetings over the course of the academic year, a learning contract will be drawn up. The module tutor will make contact with the student whilst on placement which can be in the form of a formal visit, phone call or online meeting.

Welsh Elements

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.

Indicative Syllabus Outline

- Reflective Practice
- Negotiated Learning
- Continued Professional Development
- Evidence based practice
- Work based practice within coaching sport and fitness
- Contemporary topics within coaching sport and fitness

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Bolton, G. (2018), *Reflective Practice: Writing and Professional Development*. 5th ed. Los Angeles

Other indicative reading

Costello, P.J.M. (2011), *Effective Action Research: Developing Reflective Thinking and Practice*. Second Edition. London: Continuum.

Knowles, Z., Gilbourne, D., Cropley, B. and Dugdill, L. (2014), *Reflective Practice in the Sport & Exercise Sciences: Contemporary Issues*. Oxon, Routledge.

Wilkinson, D., and Smith, P. (2020), *Coaching Adventure Sports*. Dursley, UK: Adventure Sports Media House.

Administrative Information

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