

MODULE SPECIFICATION PROFORMA

Module Title:	Introduction to Sports Coaching & Training Practice	Level:	4	Credit Value:	20
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Module code:	SPT408	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre:	GASP	JACS3 code:	C610
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Trimester(s) in which to be offered:	2	With effect from:	September 2017
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School:	School of Life & Social Sciences	Module Leader:	Pam Richards
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Scheduled learning and teaching hours	25 hrs
Guided independent study	175 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Standalone module Aligned to BSc (Hons) Sport Coaching for QAA and assessment purposes		

Pre-requisites
None

Office use only

Initial approval July 16

APSC approval of modification July 17

Have any derogations received SQC approval?

Version 2

Yes No

Module Aims

This module aims to:

- Provide opportunities to enhance and develop coaching performance and techniques.
- Provide opportunities for the practice, development and widening of personal transferable skills which will be appropriate and beneficial for each student's subsequent professional progress.
- Introduce students to a range of coaching delivery concepts.
- Understand and appreciate a selection of sport coaching theories and principles used to develop effective training sessions.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate an understanding of effective working practices within the coaching context. This will include time management, planning, organising, effective communication and reflective practice.	KS1	KS2
		KS4	KS5
		KS7	KS10
2	Identify and discuss a range of approaches to professional practice and recognise which approaches are more effective.	KS1	KS4
		KS5	KS6
3	Design an action plan which will contribute to the development of professional skills.	KS3	KS5
		KS8	KS9

Transferable/key skills and other attributes

Communicating clearly in groups and individually, developing and demonstrating IT, problem solving, team-working, organization and delivering to plan.

Assessment:**Coursework 1 – Portfolio**

The coursework portfolio will be divided into three sections.

Section 1. The student will identify how their reflection on professional practice can be developed (max 500 words).

Section 2. The student will, using experiences gained on the course or through applied environments, construct 5 reflective reports. The reflective report will enable the practitioner to link their learning to professional practice through identification of elements relating to professional development. (5 x 400 words approx. 2000 words in total).

Section 3. The student will identify, using literature, mechanisms which will be developed to enhance professional practice. Mechanisms will be established through reflection performed in section 2. (max 500 words)

Coursework 2 – Learning log

Using the information gained in coursework 1 the student will write an action plan (learning log) that appropriately outlines actions for their future development. The action plan will incorporate elements of goal setting and monitoring whilst displaying the students ability to plan, prioritise and manage their development effectively (1000 word max).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Portfolio	50%	N/A	3000 words
2	2 & 3	Learning Log	50%	N/A	1000 words

Learning and Teaching Strategies:

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

This module will be delivered with a variety of learning & teaching strategies, where students have to engage with a range of activities, which include lectures, seminars, small group work, practical activities and practical workshops.

Syllabus outline:

- Introduction to Sports Coaching
- Pedagogy, styles and coaching behaviours
- How to coach effectively – Introduction, explanation and demonstrations.
- How to coach effectively – Analysis and feedback
- Differentiation when coaching – something for everyone
- Planning training sessions – whole part whole
- Time to reflect

Bibliography:**Essential reading**

Jones, R. L. (ed.) (2006), *The Sports Coach as Educator: Re-conceptualising Sports Coaching*. London: Routledge.

Cassidy, T., Jones, R. and Potrac, P. (2008), *Understanding Sports Coaching. The Social, Cultural and Pedagogical Foundation of Coaching Practice*. 2nd ed. London: Routledge.

Jay, S. (2013), *Youth Football Coaching: Developing Your Team Through the Season*. London: Bloomsbury.

Other indicative reading

Lyle, J. (2003), *Sports coaching concepts: A Framework for Coaches' Behaviour*. London: Routledge.

Nash, C. (2014), *Practical Sports Coaching*. Oxon: Routledge

Allison, W., Abraham, A. and Cale, A. (2016), *Advances in Coach Education and Development: From research to practice*. Oxon: Routledge.