

Module Title:	Introduction to Coaching Pedagogy
Language of Instruction:	English
Credits:	5
NFQ Level:	6
Module Delivered In	6 programme(s)
Teaching & Learning Strategies:	The teaching & learning strategies employed within this module will include, lectures, workshops, group discussion/debate, problem solving exercises, practical sessions, e-learning, self-directed independent learning and independent research
Module Aim:	Introduce learners to the principles of coaching pedagogy and practice in order to enhance and develop the individual and the group. Encourage learners to apply activity specific knowledge through thoughtful engagement in coaching practice, whilst developing an understanding of their role in facilitating participant learning.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Demonstrate a critical understanding of key learning theories and pedagogical approaches to learning and coaching practice.
LO2	Explore and examine effective coaching skills, and critically reflect on a range of coaching pedagogy strategies which influence high quality learning outcomes.
LO3	Manage participants in small groups, communicate in group discussion and evaluation, and contribute appropriately as a member of a team.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content

Coaching Pedagogy Introduction:

Introduce the learner to the concept of pedagogy; introduction to key contemporary issues related to coaching; introduction to the coaching environment.

Coaching Pedagogy Approaches:

Identify and examine various pedagogical approaches; coach-centred pedagogy; learner-centred pedagogy, learning-centred pedagogy.

Practical Pedagogy:

Coaching session design and delivery; preparing coaching session plans; analysing and evaluating delivery; assessing learner progress.

Key Skills:

Small group management; communicate in group discussion and evaluation; demonstrate observation and evaluation skills; manage self-learning; apply critical thinking to reflect on various pedagogical theories.

Assessment Breakdown

%

Continuous Assessment

60.00%

Practical

40.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Self-Assessment – Summative Report of personal reflections, peer, staff and participant feedback on coaching practice.	1,2	60.00	n/a

No Project

Practical

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Group Task – Group Presentation	1,2,3	40.00	n/a

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	3.00
Independent Learning	Every Week	6.00
Total Hours		9.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_BBSMC_B	<u>Bachelor of Arts (Honours) in Sport Management and Coaching</u>	1	Mandatory
CW_BBSOC_D	<u>Bachelor of Arts in Sport Coaching and Business Management (Football)</u>	1	Mandatory
CW_BBGAA_D	<u>Bachelor of Arts in Sport Coaching and Business Management (GAA)</u>	1	Mandatory
CW_BBRUG_D	<u>Bachelor of Arts in Sport Coaching and Business Management (Rugby)</u>	1	Mandatory
CW_BBSBC_D	<u>Bachelor of Arts in Sport, Business and Coaching</u>	1	Mandatory
CW_BBSBC_B	<u>Bachelor or Arts (Honours) in Sport, Business and Coaching</u>	1	Mandatory