

Module Title:	Coaching Pedagogy and Practice 3
Language of Instruction:	English
Credits:	5
NFQ Level:	7
Module Delivered In	2 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:	The aim of this module is for the learner to develop an in depth understanding of learning and facilitate the development, understanding and application of reflective skills to enhance the development of their personal coaching practice. The learner will experience planning, delivering and evaluating coaching practice in applied contexts.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Explore the nature of learning and examine coaching practices in contexts from selected contemporary perspectives.
LO2	Examine the coaching pedagogical issues faced by coaches when delivering in specific contexts/environments and explore strategies which support the learners and promote effective coaching and learning.
LO3	Facilitate the development, understanding and application of reflective skills to enhance the development of their personal coaching practice.
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 Process Models and Mechanisms:

Overview of contemporary coaching process models and theoretical perspectives relevant to the coaching process.

Theories of learning applied to the pedagogical coaching process:

Coaching theory to inform and influence coaching practice. Forms of learning and assessment to examine effectiveness of coaching practice. Mentoring, coaching and learning styles.

Models of Reflective Practice:

Overview of models of reflective practice. Evaluate the process, principles and practice of coaching through reflective practice.

Key Skills:

Manage self-learning by setting and meeting targets, reading for information and managing time; critically appraise relevant research; demonstrate independent learning, creativity and collaboration, develop active, inquisitive learners.

Assessment Breakdown

	%
Project	100.00%

No Continuous Assessment

Project

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Individual Coaching Assessment and Reflective Account	1,2,3	100.00	n/a

No Practical

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	2.00
Practicals	Every Week	1.00
Independent Learning	Every Week	6.00
Total Hours		9.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_BBSBC_D	Bachelor of Arts in Sport, Business and Coaching	5	Mandatory
CW_BBSBC_B	Bachelor of Arts (Honours) in Sport, Business and Coaching	5	Elective