University of the West of Scotland
Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Coach Development

Code: SPOR11014	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Laura Graham		

Summary of Module

In this module you will reflect on your personal development as a coach and the development of other coaches an organisational level. You will engage with both international and U.K. policy relating to the increasing professionalisation of coaching and will analyse the impact of these policies at the micro level of coaching delivery. The module will provide you with the knowledge and skills to manage and develop coaches through rigorous review of, for example, mentoring, education systems, and reflection.

As part of the your development in this module you will be encouraged to engage with relevant externally accredited awards (e.g. in mentoring). This module provides preparation towards employment particularly in reference to managing others by understanding contexts (e.g. policy, politics, culture).

The module is designed to provide you with the intra- and inter-personal skills and qualifications to help facilitate progress towards your chosen employment stream. In consideration of conventional professional practice, this module will enable you to acquire the conceptual, theoretical and practical skills of practitioner reflection.

This module develops student in relation to the "I Am UWS" Graduate Attributes:

Universal – Critical Thinker, Emotionally Intelligent, Socially Responsible

Work-Ready – Knowledgeable, Influential, Potential Leader

Successful – Incisive, Creative, Transformational

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate extensive, critical, and detailed knowledge and awareness of the principal concepts influencing the development of coaches

L2. Critically analyse both U.K. and international policy guiding coach education and professionalisation

L3. Develop original and creative responses to issues pertaining to the development of coaches

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrate and work with: Knowledge that covers and integrates most, if not all, of the main areas of the coach development – including their features, boundaries, terminology and conventions A critical understanding of the principal theories, concepts and principles informing the development of coaches at micro and macro levels Extensive, detailed and critical knowledge and understanding in coach development, much of which is at, or informed by, developments at the forefront A critical awareness of current issues in coach development
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply knowledge, skills and understanding: In using a significant range of the principal professional skills, techniques, practices and/or materials associated with coach development In demonstrating originality and/or creativity, including in practices To practise in a wide and often unpredictable variety of professional level contexts
Generic Cognitive skills	SCQF Level 11. Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in coach development Identify, conceptualise and define new and abstract problems and issues Develop original and creative responses to problems and issues Critically review, consolidate and extend knowledge, skills, practices and thinking

	in coach development Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information
Communication, ICT and Numeracy Skills	SCQF Level 11. Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to coach development, for example: Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities. Take full responsibility for own work and/or significant responsibility for the work of others. Take significant responsibility for a range of resources. Demonstrate leadership and/or originality in tackling and resolving problems and issues. Practise in ways which are reflective, self-critical and based on research/evidence. Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module will use collaborative, digital learning to enable you to bring together your collective expertise. The learning and teaching approach is based on Freirean principles of empowerment and aims to encourage you to use this approach in any future coach development interventions you may lead.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	19
Asynchronous Class Activity	17
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cassidy, T. G., Jones, R. L., and Potrac, P. (2008). Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice. Abingdon: Routledge Jones, R. L., Potrac, P., Cushion, C., and Ronglan, L. T. (2010). The sociology of sports coaching. Abingdon: Routledge

Sotiriadou, P. & De Bosscher, V. (Eds.)(2013). Managing High Performance Sport. Abingdon: Routledge

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Raleigh Gowrie
External Examiner	A Whitehead
Accreditation Details	
Changes/Version Number	1.06 • Online/distance learning box ticked in addition to LK. For AY21-22 checked with PL and DL removed, delivery will be LK blended. For AY22-23 E&D statement updated

Assessment: (also refer to Assessment Outcomes Grids below)

A written critique of organisational approaches to coach development (Weighting 50%; LO 1 & 2; 2500 words).

Delivery of a coach education workshop (Weighting 50%; LO 1 & 3)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		50	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Presentation	✓		✓	50	1
		Combined Total For All Components		100%	1 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)