

Session: 2022/23

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Title of Module: Applied Coaching Project			
Code: SPOR11015	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Hayley McEwan		
Summary of Module			
<p>Coaching practice is by nature complex, therefore creative problem-solving is a key skill identified in expert coaches. The Applied Coaching Project module aims to build upon the theoretical knowledge, applied knowledge, and reflective and evaluative skills gained across the programme, to investigate a self-constructed applied coaching problem. In investigating this problem, you will define the problem, research current understanding and solutions, investigate the problem, and present practitioner-focussed solutions. You can choose between empirical, applied or conceptual modes of investigation to best address the identified problem. Communication of complex problems can be a barrier to new knowledge being understood and adopted by coaches. Therefore, instead of a traditional dissertation, students will both present their work in a practitioner-focussed presentation and write about their research. This format reflects a more vocationally relevant means of making a transition into the employment market or route to further academic engagement. On completion of this module, you will have developed the competence and confidence to address complex coaching problems and to generate evidence- and experience-based solutions.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate in-depth theoretical and applied knowledge in a focused area of coaching practice.</p> <p>L2. Apply critical-thinking and problem-solving skills to address an applied coaching problem.</p> <p>L3. Communicate the project rationale, methods, findings and outcomes in both written and verbal formats.</p>	
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)	<p>SCQF Level 11.</p> <p>Knowledge that covers and integrates most, of the main areas of the topic under investigation – including their features, boundaries, terminology and conventions.</p> <p>A critical understanding of the principal theories, concepts and principles under investigation.</p> <p>A critical awareness of current issues in the topic under investigation.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Use a significant range of the principal professional skills, techniques, practices in completing this applied project.</p> <p>Apply a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.</p> <p>Plan and execute a significant project of research and demonstrate originality and creativity in the process.</p> <p>Practise in a wide and often unpredictable variety of professional level contexts.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply critical analysis, evaluation and synthesis to a contemporary issue in sport coaching.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in the topic under investigation.</p> <p>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent information.</p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists. Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Undertake critical evaluations of a wide range of numerical and graphical data.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Exercise substantial autonomy and initiative in professional and equivalent activities. Demonstrate initiative and make an identifiable contribution to new thinking. Manage complex professional issues and make informed judgement on issues not addressed by current professional practices.</p>	
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	
<p>You will work independently on your individual applied coaching project. Alongside this, you will have 6 hours of supervisor support to discuss context-specific aspects of their data collection and analysis. Additionally, students will receive tutor and peer support through online activities. These activities will act as a platform for discussion, reflection and review. Beyond this, students will be asked to engage in out-of-class peer support activities.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	24
Independent Study	576
	600 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Resources will depend on the specific nature of each applied coaching project. Students will discuss this with their project supervisor.</p>	

(**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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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 VLE, 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	David Carless
External Examiner	A Whitehead
Accreditation Details	
Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)

40%: Presentation and oral defence

60%: Written report

(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	
Presentation	✓	✓	✓	40	1	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
ReDissertation/ Project report/ Thesis	✓	✓	✓	60	0	
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.

[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)