Title of Module: Investigating Coaching 1			
Code: SPOR11017	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:	Angela Beggan		

Summary of Module
This module will advance understanding of coaching practice through the research process. The module has a specific focus on in-depth qualitative investigation of coaching practice as a means to improving coaching knowledge and understanding. Learning on this module will include contemporary research approaches in coaching practice within the interpretivist paradigm. The module will allow you to learn about the research process including research designs, methods, and analytical approaches that embrace the complexity of coaching. The module will also explore the skills required to conduct research including reviewing literature, refining a research question, making methodological decisions, and writing a research report.   This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be: Universal: - Critical Thinker   - Emotionally Intelligent   - Collaborative   Work Ready: - Problem -solver   - Motivated   - Potential Leader   Successful: - Innovative   - Resilient   - 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		

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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Demonstrate a critical understanding of the research process, including contemporary and traditional research approaches.   L2. Critically evaluate contemporary research designs, methods and analytical approaches.   L3. Demonstrate a critical understanding of ethical principles and quality assurance approaches to coaching research.

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 traditional and contemporary approaches to research in sport coaching – including their features, boundaries, terminology and conventions; - A critical understanding of the principal theories, concepts and principles informing the design and collection of research data in sport coaching; - Extensive, detailed and critical knowledge and understanding in research methods in sport coaching, much of which is at, or informed by, developments at the forefront; - A critical awareness of current issues in sport coaching research. I AM UWS: Opportunities to be knowledgeable, research-minded, resilient, enterprising, motivated.
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 research in sport coaching; - In applying a range of standard and specialised research and/or

	equivalent instruments and techniques of enquiry; - In planning and executing a significant project of research, investigation or development; - In demonstrating originality and/or creativity, including in practices. I AM UWS: Opportunities to be ethically-minded, culturally aware, innovative, a problem-solver.
Generic Cognitive skills	SCQF Level 11. Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in sport coaching research - 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 sport coaching research; - Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information. I AM UWS: analytical, creative, a critical thinker.
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 research in sport coaching, 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; - Undertake critical evaluations of a wide range of numerical and graphical data. I AM UWS: Opportunities to be emotionally intelligent, digitally literate, an effective communicator.
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. I AM UWS: Opportunities to be collaborative and autonomous.

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.

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Learning and Teaching	
The module is delivered through a blend of face-to-face teaching, digital online learning, independent study, group and individual problem solving tasks, and supervisor support.	
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	18
Asynchronous Class Activity	18
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: Nelson, L., Groom, R. & Potrac, P. (2014). Research Methods in Sport Coaching. Abingdon: Routledge. Smith, B. & Sparkes, A. (2016). Routledge Handbook of Qualitative Research in Sport and Exercise. Abingdon: Routledge. Sparkes, A. & Smith, B. (2014). Qualitative Research Methods in Sport, Exercise and Health: From process to product. 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 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

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Supplemental Information

Programme Board	Sport and Exercise

Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Hayley McEwan
External Examiner	A Whitehead
Accreditation Details	
Version Number	1.07

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Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Written report (30%)
Assessment 2: Written report (70%)
(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	
Report of practical/ field/ clinical work	✓	✓	✓	30	0	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Report of practical/ field/ clinical work	✓	✓	✓	70	0	
Combined Total For All Components				100%	0 hours	

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

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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)