University of the West of Scotland

Module Descriptor

Title of Module: Supervised Experience in Sport Coaching 2

Code: SPOR11021	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:	Hayley McEwan		

Summary of Module

In Term 2 (T2), you will continue to developing as a sport coach in the Supervised Experience in Sport Coaching 2 module through continued work-based learning (WBL). This module builds on the coaching experiences in Term 1 (T1) by asking you to reflect on the professional knowledge and skills you have developed and how these could be advanced further. You will evaluate your application of science to coaching and address your learning plan for T2 so that your knowledge and skills in the coaching environment are further developed. You will be supported by a supervisor specialising in the sport science or pedagogy area you have chosen to develop within your coaching environment. Your supervisor will work with you to create a supportive climate that encourages critical reflective practice and solving complex coaching problems.

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. Evaluate the progression of personal and professional objectives within a work-based learning setting and adapt personal and professional goals aligned to strategic organisation/professional demands.

L2. Critically reflect on relevant theories, frameworks and principles in consideration of monitoring coaching practice.

L3. Construct a portfolio of evidence to effectively demonstrate the supervised experience learning journey.

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 critical knowledge and understanding of relevant sport science and pedagogy principles to applied coaching practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply a range of sport science and pedagogy principles to selected complex coaching problems.
Generic Cognitive skills	SCQF Level 11. Deploy skills of critical analysis, evaluation and synthesis to selected issues which are at the forefront of coaching practice.
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicate sophisticated evidence-based conclusions convincingly using appropriate methods.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate willingness to take responsibility for own practice.

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

The Supervised Experience modules 1 and 2 form the basis for the MSc Sport Coaching and takes a work-

based learning (WBL) approach. You will be situated in a coaching context and will be supported by an academic supervisor with skills in the sport science or pedagogy area you select. The specific focus of learning will be negotiated with the academic supervisor in relation to your practice and the WBL learning provider's objectives. For every hour of practice you engage in, you can build one hour of preparation time and one hour of reflection into your WBL hours.

Supervision will be provided both in person and online, individually and in groups. Supervisors will create communities of practice with small groups of students where coaching problems and issues are shared with peers for the mutual benefit of the group's learning. Supervisors will provide direct input to the student's WBL through activities such as discussion, observation, feedback on progress blogs, and provision of learning tools.

| 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) |
| --- | --- |
| Work Based Learning/Placement | 100 |
| Tutorial/Synchronous Support Activity | 19 |
| Asynchronous Class Activity | 17 |
| Independent Study | 64 |
| | 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:
Thelwell, R., Harwood, C., and Greenlees, I. (2017). The Psychology of Sport Coaching. Abingdon: Routledge

Knowles, Z. (2014), Reflective Practice in the Sport and Exercise Sciences: Contemporary Issues. Abingdon: Routledge

Potrac, P., Gilbert, W., and Denison, J. (Eds.) (2015). Routledge Handbook of Sports Coaching. Abingdon: Routledge

Lloyd, R., and Oliver, J. (2014) Strength and Conditioning for Young Athletes. 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: https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/ |

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Antonio Dello Iacono
External Examiner	A Whitehead
Accreditation Details	
Changes/Version Number	1.07 Academic Engagement Procedure updated.

Assessment: (also refer to Assessment Outcomes Grids below)
100% Coursework: Individual, portfolio (a range of media): Evaluation of personal and professional objectives supported by a robust evidence based portfolio, which demonstrates application, monitoring and reflection relevant to the objectives.
(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
Portfolio of practical work	✓	✓	✓	100	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

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)