

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Investigating Coaching 2 (20 credits)

Code: SPOR11022	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:	Antonio Dello Iacono		

Summary of Module

In this module you will develop advanced knowledge and technical skills about the processes of design, conduction, and evaluation of applied research in sport coaching and performance. You will examine a range of design approaches and explore the practical implications of adopting different methods of constructing evidence. You will critically examine the endorsed guidelines for prominent methodologies by which research is conducted in sport coaching and performance settings. Importantly, you will learn to effectively disseminate findings and insights unfolding from objective data.

The module is structured across three parallel strands:

- The first strand is a series of lectures/workshops covering the conceptual basis of quantitative research design.
- The second strand is practical and will give students an opportunity to work through the design of studies and collection of actual data.
- The third strand is analytical and will help students developing technical skills such as data handling, analysis, interpretation, and results dissemination.

Throughout the learning journey, you will conduct a pilot study and generate a research report, which will be presented and defended as part of the final assessment process.

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
	✓	

Learning Outcomes: (maximum of 5 statements)

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

- L1. Demonstrate a critical understanding of quantitative research methods in sport coaching and performance.
- L2. Design and conduct experimental pilot trials in relation to sport coaching and performance settings.
- L3. Apply appropriate approaches to the reduction and synthesis of data sets required in different disciplines (i.e., physiology, psychology, S&C, performance analysis).
- L4. Disseminate summary data and results to a lay audience (coaching staff, support professionals, athletes).

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 integrated knowledge of research methods principles in sport coaching and performance.

	<p>Demonstrate critical understanding of methodological issues of applied research.</p> <p>Demonstrate translational knowledge of best evidence for the development of research studies.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Use a significant range of skills to evaluate sport coaching and performance research in field and laboratory settings.</p> <p>Conduct pilot trials to enrich and refine research skills.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Critically identify, define, conceptualise, and analyse complex problems and issues.</p> <p>Demonstrate autonomous judgements based on multiple-sources information.</p> <p>Demonstrate originality in research design strategies.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Present or convey, formally and informally on key findings and insights.</p> <p>Use a range of applications to process information (Data analysis software packages, Microsoft Office package), and to support and enhance effective communication and information convey.</p> <p>Interpret, use, and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p> <p>Take responsibility for your work and assignments, but also participate proactively as a team-player.</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>The learning and teaching approach will consist of a range of blended and face to face delivery formats, including online materials, recorded lectures, workshops and practical classes. This will use a mixture of the university's virtual learning environments and specialised lab and sport facilities. Core topics and key theoretical components will be introduced to you primarily through lectures and online materials, before you apply and consolidate that translational knowledge through self-directed learning, group work, class discussion and problem solving in practical settings.</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>
Lecture/Core Content Delivery	15
Laboratory/Practical Demonstration/Workshop	18
Practice Based Learning	18

Asynchronous Class Activity	9
Independent Study	140
	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:

Tenenbaum, G., Driscoll, MP. (2005). Methods of research in sport sciences: quantitative and qualitative approaches. Meyer & Meyer Sport, Oxford.

Gray, D.E.,(2014). Doing research in the real world. Sage.

Thomas, J.R.,(2015). Research methods in physical activity. Human Kinetics.

Vincent, W.J., Weir, JP.,(2014). Statistics in kinesiology. Human Kinetics

The Journal of Strength and Conditioning Research, Strength and Conditioning Journal

Journal of Sport Science

International Journal of Sports Physiology and Performance, Sports Biomechanics, European Journal of Sport Science, International Journal of Performance Analysis in Sport, Journal of Biomechanics, Journal of Applied Biomechanics, Sports Medicine.

(**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	Matt Boulter
External Examiner	A Whitehead
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Research report (50%)

Presentation (50%)

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓		50	1

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	✓	50	1
Combined Total For All Components					100%	2 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)