Title of Module: Planning for Coaching (20 credits)			
Code: SPOR11023	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:	Mykolas Kavaliauskas		

Summary of Module
This module will advance understanding of planning, delivering and evaluating long-term coaching programmes that reflect and prioritise the developmental needs of participants. The module has a specific focus on developing your professional judgement and decision-making at a macro, meso and micro level. The module will allow you to plan coaching programmes from psychological and technical/physical perspectives. By the end of this module, you will have developed knowledge and skills to develop a long-term development plan for the participants you work with in your current coaching role.   This module will assist you in the development of 'I am UWS Graduate Attributes' to allow you to be: Universal: • Analytical   • Emotionally Intelligent   • Collaborative   Work Ready: • Problem-solver   • Effective Communicator   • Ambitious   Successful: • Autonomous   • 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 a critical understanding of professional judgement and decision-making in coaching.   L2. Critically understand contemporary planning perspectives and their practical constraints.   L3. Critically apply relevant planning approaches to develop a long-term plan for coaching practice.

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 a critical understanding of theories, concepts and principles around professional judgement and decision-making. Demonstrate a critical understanding of a range of specialist theories, concepts and principles across different planning perspectives.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Use a significant range of the principal professional skills, techniques, practices associated with planning coaching. Apply a range of standard and specialised techniques in planning coaching. Plan and execute the development of a coaching plan. Demonstrate originality and/or creativity in practice. Develop the plan for an unpredictable professional context.
Generic Cognitive skills	SCQF Level 11. Apply critical analysis, evaluation and synthesis to pertinent issues, or issues that are informed by contemporary developments in sport coaching.

	Critically review, consolidate and extend knowledge, skills, practices and thinking in sport coaching.
	Deal with complex issues and make informed judgments in situations in the absence of complete or consistent information.
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicate with appropriate methods, to a range of audiences with different levels of knowledge & expertise.
	Communicate with peers, 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.
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise substantial autonomy and initiative in professional and equivalent activities.
	Take significant responsibility for a range of resources.
	Work in a peer relationship with specialist practitioners.
	Demonstrate initiative and make an identifiable contribution to new thinking.
	Practice in ways which draw on critical reflection on own and others' roles and responsibilities.?

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 distance 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	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: Collins, D.J., Abbott, A., Richards, H. (2011). Performance Psychology: A Practitioner's Guide. London: Churchill Livingstone. Turner, A., Comfort, P. (2017). Advanced Strength and Conditioning: An Evidence-based Approach. London: Routledge. Bar-Eli, M., Piessner, H., Raab, M. (2011). Judgement, Decision-making, and Success in Sport. London: Wiley-Blackwell.
(**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: Reflective of the Academic Engagement and Attendance 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 online, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure on the UWS website.

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Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Vish Unnithan
External Examiner	A Whitehead
Accreditation Details	
Version Number	1

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Assessment: (also refer to Assessment Outcomes Grids below)
Presentation (100%).
(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	✓	✓	✓	100	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

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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)