



Module Descriptor

Title	Managing and Developing the Coaching Process		
Session	2025/26	Status	Published
Code	SPOR11026	SCQF Level	11
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Mark Carroll		
Summary of Module			
<p>Regardless of the quality of a coach’s planning, the delivery of their coaching process brings a myriad of operational challenges that the coach must manage in order to see their intended outcomes come to fruition. This module seeks to equip coaches for meeting these demands through exploring and utilising coaching specific theory, while pulling on multi-disciplinary concepts and ideas that support the larger coaching process. Students will be offered practical experiences wherein they can test and reflect on the strategies they learn. Learning will cover: understanding coaching as a complex, dynamic activity; recognising stressor on coaches’ health and performance, and building solutions for sustainable participation; the use of social theory in coaching; and strategies for building functional and positive relationships in coaching. Coach learning is critical to managing these processes, so students will also be taught how to understand and facilitate activities for coach development.</p> <p>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:</p> <p>Universal:</p> <p>Critical Thinker, Emotionally Intelligent, Collaborative</p> <p>Work Ready:</p> <p>Problem -solver, Motivated, Potential Leader</p> <p>Successful:</p> <p>Innovative, Resilient, Transformational</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Create plans for effectively operating within the complex, dynamic nature of coaching.
L2	Demonstrate an advanced understanding of sport coaching from a multidisciplinary perspective.
L3	Critically evaluate the processes and experiences that influence coach development.
L4	
L5	

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 11 Demonstrate and/or work with: A critical understanding of a range of specialised theories, concepts and principles. Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront. A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply knowledge, skills and understanding:

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<p>In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.</p> <p>In demonstrating originality and/or creativity, including in practices.</p> <p>To practise in a wide and often unpredictable variety of professional level contexts.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:</p> <p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</p> <p>Communicate with peers, more senior colleagues and specialists.</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:</p> <p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</p> <p>Communicate with peers, more senior colleagues and specialists.</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities.</p> <p>Practise in ways which draw on critical reflection on own and others' roles and responsibilities.</p> <p>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The learning and teaching approaches on this module includes a blend of face-to-face teaching, digital distance learning, independent study, group and individual problem-solving tasks, and tutor and peer support..

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	36
Asynchronous Class Activity	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	228
n/a	
n/a	
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Indicative Resources*

Barnson, S. C. (2014). Toward a theory of coaching paradox. *Quest*, 66(4), 371-384.

Jones, R. L., & Wallace, M. (2006). The coach as 'orchestrator': More realistically managing the complex coaching context. In *The sports coach as educator* (pp. 51-64). Routledge.

Sarkar, M., & Hilton, N. K. (2020). Psychological resilience in Olympic medal-winning coaches: A longitudinal qualitative study. *International sport coaching Journal*, 7(2), 209-219.

Chan, J. T., & Mallett, C. J. (2011). The value of emotional intelligence for high performance coaching. *International Journal of Sports Science & Coaching*, 6(3), 315-328.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and social psychology review*, 5(3), 184-200.

North, J. (2017). *Sport coaching research and practice: Ontology, interdisciplinarity and critical realism*. Taylor & Francis.

*Contemporary research articles and book chapters will be the main source of information on this module rather than specific books.

(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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-

campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% Attendance at all module events and consistent weekly engagement with online materials.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Sport Exercise Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Sport, Exercise & Health
Moderator	Daryl Cowan
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Written Report (50%)

Assessment 2

Creative Output (50%)

Assessment 3

(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 Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical/ field/ clinical work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	1

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Assessment order switched, MC updated.	March 2025	Sarah Darroch