Module Descriptor

Title	Managing and Developing the Coaching Process		
Session	2026/27	**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

Regardless of the quality of a coach's planning, the delivery of their coaching process brings a myriad of challenge and change 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 theory, frameworks and concepts that support the larger coaching process. Students will be encouraged to test and reflect on the strategies they learn. Learning will cover: understanding coaching as a complex, dynamic activity; recognising stressors 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, facilitate and reflect on the processes and experiences that influence coach development.

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	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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

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

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, asynchronous learning, independent study, group and individual problem-solving tasks, and tutor and peer support.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	50
Laboratory / Practical Demonstration / Workshop	4
Asynchronous Class Activity	12
Independent Study	234
n/a	
n/a	
TOTAL	300

Indicative Resources

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

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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Drew Wallace
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Report (50%).
Assessment 2
Presentation (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	☒	☐	☐	☐	☐	50	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☒	☐	☐	50	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Module summary updated LOs reordered to align with delivery of assessment; number of LOs per assessment updated Module contact hours updated Assessment category updated for assessment component 2	March 2026	Mark Carroll