University of the West of Scotland
Module Descriptor

Session: 2022/23

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Status: Suspended

Title of Module: Introduction to Coaching

Code: SPOR07011	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Daryl Cowan		

Summary of Module

Students undertaking this module will be introduced to the fundamental concepts of effective sport coaching and the coaching process. Indicative content/topics covered within this module include: the roles of participation and performance coaches, ethical considerations in coaching, coach behaviour (e.g., instruction, feedback, questioning, demonstration), reflective practice and coach philosophies and an introduction to skill learning.

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
- Research-minded

Work Ready:
- Knowledgeable
- Motivated
- Effective communicator
- Potential Leader

Successful:
- Autonomous
- Resilient
- Creative

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 an understanding of the roles of an effective sports coach

L2. Outline and develop elements of safe, ethical coaching practice that support the development of the participant

L3. Appraise coach behaviour by making links between theory and 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 7. Demonstrate and/or work with: • A broad knowledge of sport coaching theory and delivery in general. • The transference of knowledge gained through practical delivery of micro coaching sessions • An awareness of the evolving/changing nature of how this knowledge is affected by the environment in which it takes place and the factors internally and externally that affect the knowledge attainment of the individual. • An understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference
Practice: Applied Knowledge and Understanding	SCQF Level 7. Use some of the basic and routine professional skills, techniques, practices and/or materials associated with the construction and delivery of sport coaching sessions. Practise these in both routine and non-routine contexts
Generic Cognitive skills	SCQF Level 7. Present and evaluate arguments, information and ideas which are routine to sport coaching in terms of coach centred activities' v' athlete centred activities. Use a range of approaches to address defined and/or routine problems and

	issues within contexts and situations potentially encountered by the developing coach
Communication, ICT and Numeracy Skills	SCQF Level 7. Use a wide range of routine skills and some advanced skills associated with the subject/ discipline, for example: • Convey complex ideas in well-structured and coherent form. • Use a range of forms of communication effectively in both familiar and new contexts. • Use standard applications to process and obtain a variety of information and data. • Use a range of numerical and graphical skills in combination. • Use numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level 7. Exercise some initiative and independence in carrying out defined activities at a recognised professional approach for a coach at this level. Take supervision in less familiar areas of work. Take some managerial responsibility for the work of others within a defined and supervised structure. Manage limited resources within defined areas of work. Take the lead in implementing agreed practice in familiar or defined contexts. Take account of own and others' roles and responsibilities in carrying out formative peer group evaluations. Work with others in support of current professional practice under guidance.

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
This module will be delivered using a flexible hybrid learning model which will provide you with a highly engaging, interactive and inclusive learning experience. Your learning and teaching activities will be delivered using a range of live timetabled and non-timetabled activities such as online tutorials, pre-recorded lectures, video resources guided online activities, and practical delivery (where permitted). We will be adopting a Flipped Learning approach whereby we reverse the order of the traditional lecture format. Instead of delivering new information directly to students this information is instead provided in pre-class activities. This may include the review of videos or academic articles. This then leaves class time (e.g. live virtual sessions) for more active and collaborative learning activities such as group discussions.

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)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
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:

Core

Cross N & Lyle, J (1999) The Coaching Process: Principles and Practices for Sport. Butterworth-Heinemann, UK

Nash, C. (ed.) (2015) Practical sports coaching. Abingdon: Routledge.

Recommended

Jones, R.L et al (2008) An Introduction to Sports Coaching: From Science to Practice. Routledge, Abingdon, Oxon, UK

Kidman, L., & Hanrahan, S. (2011) The coaching process: a practical guide to becoming an effective sports coach. London: Routledge.

Potrac, Gilbert., & Denison. (2013) Routledge handbook of sports coaching. Abingdon: Routledge.

Thelwell, R., Harwood, C., Greenlees, I. (eds.) (2017) The psychology of sports coaching: research and practice. London: Routledge.

International Sport Coaching Journal

International Journal of Sports Science & Coaching

(**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

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Colin Brow
External Examiner	C Corsby
Accreditation Details	
Changes/Version Number	1.15 Module teaching hours reduced to 36 (formally 42) Independent Study increased to 164 Updated reading list For AY21-22 delivery is blended

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1. Written Report
(Weighting 40% LO 1,2,3)

Assessment 2. Written Case Study (Weighting 60%, LO 1,2,3)

(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 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
Report of practical/ field/ clinical work	✓	✓	✓	40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	60	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

- This module is appropriate for any student. The learning activities include oral and written work, including the assessments, and where required appropriate student support will be put in place.
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)