

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Coaching: Theory & Practice 1

Code: SPOR07020	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Mike King		

Summary of Module

This module will follow on from Term 1 modules where students have begun to focus on their Academic, Personal and Professional Development (APPD). To begin with there will be a revision of what was covered in Term 1 modules and how these relate to the content that will be covered in the present module.

This module which introduces the concepts underpinning sports coaching and practice. Students undertaking this module will be introduced to the fundamental concepts of effective sport coaching and the coaching process in addition to relevant awards for their field of study. 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, coach philosophies and an introduction to skill learning. Moreover, students will be supported through gaining experiences designed to develop them as coaches, culminating in the completion of case study that examines coach behaviour and a portfolio that evidences practical coaching experience. Students will also be encouraged to develop the skills learned on the module by undertaking National Governing Body of Sport courses, and other vocational training appropriate to their degree pathway. ADDP will be continuously monitored through contact with personal tutors and use of formative assessment throughout the module on a weekly basis (e.g., Weekly Learning Surveys).

This module will be predominately delivered on-campus. On-campus sessions will be supported by delivery of asynchronous activities.

- Appropriate student support will be in place within the module. Students with enabling support needs will be able to request the assistance of a helper.
- 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. Describe the behaviours of an effective sports coach.
- L2. Recognise and explain safe, ethical, inclusive, and effective coaching practices.
- L3. Review and discuss coach behaviour by making links between theory and practice.
- L4. Construct a reflective account of learning acquired from relevant training and qualifications.

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)	<p>SCQF Level 7.</p> <p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • Appreciation 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	<p>SCQF Level 7.</p> <p>Use some of the basic and routine professional skills, techniques, practices and/or materials associated with the construction and delivery of sport coaching sessions.</p> <p>Practice these in both routine and non-routine contexts.</p>
Generic Cognitive skills	<p>SCQF Level 7.</p> <p>Present and evaluate arguments, information and ideas which are routine to sport coaching in terms of coach centred activities' versus athlete centred activities.</p> <p>Use a range of approaches to address defined and/or routine problems and issues within contexts and situations potentially encountered by the developing coach.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p> <p>Use a wide range of routine skills and some advanced skills associated with the subject/ discipline, for example:</p> <ul style="list-style-type: none"> • 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.
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Exercise some initiative and independence in carrying out defined activities at a recognised professional approach for a coach at this level.</p> <p>Take supervision in less familiar areas of work.</p> <p>Take the lead in implementing agreed practice in familiar or defined contexts.</p> <p>Take account of own and others' roles and responsibilities in carrying out formative peer evaluations.</p> <p>Work with others in support of current professional practice under guidance.</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

This module will be delivered using a flexible hybrid learning model which will provide you with a highly engaging, interactive and inclusive online 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 and face to face practical's (when permitted). During this time students will work collaboratively with peers and UWS professionals.

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 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)
Laboratory/Practical Demonstration/Workshop	20
Tutorial/Synchronous Support Activity	10
Practice Based Learning	10
Asynchronous Class Activity	10
Independent Study	250
	300 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:

Lyle, J. and Cushion, C. (2016) Sport coaching concepts: A framework for coaching practice. London: Routledge.

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

Recommended:

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.

(**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	Kieren Elder
External Examiner	C Corsby
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

This assessment will require students to complete a case study and a portfolio of practical work, including a practical assessment and completion of training and/or awards.

Assessment 1. Case Study (Weighting 30%).

Assessment 2. Portfolio of practical work (Weighting 70%).

(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
Case study	✓				30	0

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
Portfolio of practical work		✓	✓	✓	70	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):

- More than one assessment method can be used to assess individual learning outcomes.
- 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.

UWS Equality and Diversity Policy This module is appropriate for any student. The learning activities include oral, written, and practical work and, where required, appropriate student support will be put in place.

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)

