Module Descriptor

Title	Coaching: Theory & Practice 1		
Session	2026/27	**Status**	Published
Code	SPOR07020	**SCQF Level**	7
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Iain Cleland		

Summary of Module

This module 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 preparation and delivery of an assessed practical coaching session. 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. This module will be predominately delivered on-campus. Appropriate student support will be in place within the module.

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

Successful completion (including achieving a pass) of the module SPOR07020 Coaching: Theory & Practice 1, has endorsement by CIMSPA (the Chartered Institute for the Management of Sport and Physical Activity) for the professional standards: Safeguarding & Protecting Children and Assistant Coach. N.B., to be endorsed by CIMSPA for Safeguarding & Protecting Children, students must evidence completion of the Sport Scotland Child Wellbeing and Protection in Sport course which is offered on this module. Successful completion (including achieving a pass) of this module SPOR07020 Coaching: Theory & Practice 1 by BSc (Hons) Sport Development* students partially fulfils CIMSPA endorsement for the professional standard: Aspiring Manager (along with several other modules across the duration of studies, including completion of L10, also required to achieve endorsement). *The Aspiring Manager professional standard is only available to BSc (Hons) Sport Development students as it aligns with several modules which are specific to this programme; students on other programmes can obtain CIMSPA professional standards across specific modules. CIMSPA have career advice and further learning resources available for members. From September 2025, UWS students can receive free membership of the student category. To use the professional standard in practice, practitioner membership is required.

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	Describe the behaviours of an effective sports coach.
L2	Review and discuss coach behaviour by making links between theory and practice.
L3	Recognise and explain safe, ethical, inclusive, and effective coaching practices.
L4	Reflect on the experience and learning gained through participation in professional and personal development.
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 7** Demonstrate and/or work with: 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

[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

	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 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. Practice these in both routine and non-routine contexts.
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments, information and ideas which are routine to sport coaching in terms of coach centred activities' versus 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 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.
Autonomy, Accountability and Working with Others	**SCQF 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 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 evaluations. Work with others in support of current professional practice under guidance.

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. This module will be delivered using a 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 activities such as tutorials, lectures, video resources and face to face practicals. During this time students will work collaboratively with peers and UWS professionals.

We will be adopting a 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Tutorial / Synchronous Support Activity	24
Laboratory / Practical Demonstration / Workshop	24
Practice-based Learning	10
Independent Study	236
n/a	
TOTAL	300

Indicative Resources

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)

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	Daryl Cowan
External Examiner	B Ives
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study (Weighting 40%).
Assessment 2
Portfolio of practical work (Weighting 60%).
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**
Case study	☒	☒	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☐	☐	☒	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Assessment weighting changed, delivery is on-campus and L&T hours updated	18/03/26	Iain Cleland