

Module Descriptor

Title	Coaching: Theory and Practice 1		
Session	2024/25	Status	
Code	SPOR07020	SCQF Level	7
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	K. Elder		
Summary of Module			
<p>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. Engagement and completion of such courses will satisfy the requirements for CIMSPA accreditation in the Assistant Coach and Child Well-being and Safeguarding dimensions. 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.</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: Critical Thinker, Emotionally Intelligent, Collaborative, Research-minded</p> <p>Work Ready: Knowledgeable, Motivated, Effective Communicator, Potential Leader</p> <p>Successful: Autonomous, Resilient, Creative</p> <p>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. CIMSPA have career advice and further learning resources available for members. UWS students receive a discounted rate in the student membership category. To use the professional standard in practice, practitioner membership is required.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" 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	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	Demonstrate learning acquired from relevant training and qualifications
L5	N/A

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 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.

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

Practice: Applied Knowledge and Understanding	<p>SCQF 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 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. 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 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 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>

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

<p>Learning and Teaching</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

or academic articles. This then leaves class time for more active and collaborative learning activities such as group discussions.

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)
Laboratory / Practical Demonstration / Workshop	32
Tutorial / Synchronous Support Activity	7
Practice-based Learning	10
Asynchronous Class Activity	15
Independent Study	236
Please select	
TOTAL	300

Indicative Resources

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

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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 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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-

campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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 and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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 and Health
Moderator	TBC
External Examiner	B. Ives
Accreditation Details	N/A
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Case Study (Weighting 30%).
Assessment 2
Portfolio of practical work (Weighting 70%).
Assessment 3
N/A
(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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who