

University of the West of Scotland

Module Descriptor

Session: 2021/22

Last modified: 01/02/2021 19:23:08

Title of Module: Developing Coaching

Code: SPOR08035	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Laura Wallace		

Summary of Module

Students undertaking this module in their second year of study, will extend the theoretical knowledge and practical experience gained by the L7 core module Introduction to Sport Coaching. Where the previous module guided students in the preparation and individual delivery of one single coaching practice design, this module allows them to work in a group to really critique the evidence about traditional and evidence based coaching approaches, to allow them to promote best practice in coaching, in line with long term athlete development.

Throughout the module students will examine traditional coaching methods, along with more contemporary, evidence-based, approaches such as Teaching Games for Understanding (TGfU) and Constraints Led Coaching (CLC). Long Term Athlete Development (LTAD) will also be explored with reference to the Youth Physical Development Model (YPDM) (Lloyd & Oliver, 2012); the model endorsed by UK Coaching and sportscotland.

- Through studying this module students will develop key UWS attributes:
- Universal:
 - Critical thinking will be key to success in this module as students will be required to analyse different pedagogies and to critique research to judge the impact of each on various stages of development.
 - Awareness of others' needs and backgrounds will be developed through linking pedagogies to long term athlete development, and the more holistic development of athletes.
 - Collaboration will be essential as students work closely with peers to critique research and present in an innovative way. Research and presentation skills will also be developed as students are required to provide sound evidence and explanation as they make recommendations for practice.
- Work Ready:
 - Knowledge will first be developed through lectures and developed further as students problem solve, applying the knowledge in a realistic situation.
 - Communication skills will be tested and developed through working with peers, and presenting research in written and oral form.
 - Leadership skills will also be developed through the teamwork required to produce final presentations.
- Successful:
 - Again, in planning their presentations students will be given autonomy and responsibility for finding their own articles, and means of presenting, for a suitable audience.
 - They will be required to be creative as they plan an oral presentation that is required to engage an audience.

Module Delivery Method

Face-To-Face	Blended	Fully Online
	✓	
<p>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.</p> <p>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.</p>		

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

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. LO1: Demonstrate understanding of traditional and evidence based coaching approaches, analysing the impact of each on the learner

L2. LO2: Demonstrate understanding of safe, ethical coaching practice in line with an evidence-based Long-Term Athlete Development model

L3. LO3: Make recommendations for practice by comparing traditional and evidence based coaching approaches

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 8. Demonstrate a broad knowledge of the coaching process and critique a range of appropriate pedagogies. Understand the theory behind pedagogies and the impact of this on practice. Show knowledge and understanding of current practice and evidence related to pedagogies. Utilise appropriate research and policies to broaden and show level of knowledge.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Critique the practical implications of the pedagogies in relation to long term athlete development. Create session plans utilising the various pedagogies. Conduct research aimed at educating coaches about utilising the pedagogies with their athletes.
Generic Cognitive skills	SCQF Level 8. Undertake critical analysis, evaluation and/or synthesis of ideas, concepts while working as a group to critique each pedagogy. Use a range of approaches to

	formulate evidence-based recommendations for practice. Critically evaluate evidence-based practice.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use a range of routine skills and some advanced and specialised skills when analysing and presenting information about pedagogies. Use a range of standard applications to process and obtain data. Use and evaluate numerical and graphical data to measure and compare success of various pedagogies.
Autonomy, Accountability and Working with others	SCQF Level 8. Exercise autonomy and initiative in creating an engaging presentation. Take significant responsibility for the work of others when working in teams. Manage resources appropriately. Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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

A constructivist approach to learning is used throughout this module with a strong emphasis placed on students' self-discovery through experiential learning. This requires that they reflect on previously acquired knowledge and experience to construct a personal understanding of the innovative concepts being taught. Students will be encouraged to contextualise the concepts taught in lectures into their own coaching environment and independent group study sessions.

Lectures will introduce the essential knowledge about athlete development and a range of pedagogies, before initial practical sessions will allow the students to practice each under guidance, with peers. Through these sessions and associated group seminars students will gain valuable feedback to aid their development. Through studying a range of pedagogies in this manner the students will be able to engage in higher level learning such as application and analysis (Bloom et al, 1956). Tutor and peer observation / assessment will be utilised in the weekly practical sessions and seminars to allow students to receive a range of feedback on their use of the pedagogy. Seminars will also encourage personal reflection, again to explore the impact of practice design in relation to the pedagogy; and the impact this had on the learner.

In the second half of the module the practice coaching sessions will be replaced by the skill development programme which utilises a range of pedagogies. This programme will allow for further coach development, and for opportunity to analyse the use of each pedagogy. Throughout the programme peer and self-reflection will continue, alongside data gathering from participants, to provide a basis for understanding strengths and weaknesses of the pedagogies explored.

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	14
Laboratory/Practical Demonstration/Workshop	0
Tutorial/Synchronous Support Activity	12
Independent Study	174
	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:

Robinson, P.E. (2015) Foundations of Sports Coaching, 2nd Edit. 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 Requirements

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

For the purposes of this module, academic engagement equates to the following:

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.3.6.

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Harry Warburton
External Examiner	M Moran
Accreditation Details	
Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)

Class Test (LO1) (50%)

Presentation (LO2&3) (50%)

(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
Class test (written)	✓			50	1

Component 2

Assessment Type	Learning	Learning	Learning	Weighting (%) of	Timetabled
-----------------	----------	----------	----------	------------------	------------

(Footnote B.)	Outcome (1)	Outcome (2)	Outcome (3)	Assessment Element	Contact Hours
Presentation		✓	✓	50	1
Combined Total For All Components				100%	2 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

Students with enabling needs support will be accommodated the fullest extent possible.
UWS Equality and Diversity Policy

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)