Title of Module: Coaching: Theory & Practice 2

Code: SPOR08036	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Laura Wallace		

Summary of Module

Students undertaking this module will extend their underpinning theoretical and practical sport coaching knowledge and delivery experience, by examining a range of contemporary sport coaching pedagogies. This will focus upon the integration of related disciplines within the field, across a range of diverse groups.

Direction will be provided in relation to: an introduction to learning theory, use of the concepts around skill attainment, delivery approaches, and content design.

Students will also be able to establish and exhibit appropriate professional behaviours with respect to their peers, and with participants, in various learning environments.

Furthermore, this module will allow the student to gain valuable experience of examining appropriate research in relation to sport coaching content construction, delivery and participant response.

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

Work Ready:

- Problem -solver
- Motivated
- Potential Leader

Successful:

- Innovative
- Resilient
- Transformational

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 academic comprehension of ethical coaching practice suitable to the identified learner/participant/athlete

L2. Construct sequential sport coaching content for a designated level of participant, in order to support their learning and performance.

L3. Compare the effectiveness of the delivered coaching activity, through self-reflection and established professional 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. Demonstrating and/or working with: A broad knowledge of the scope, defining features, and main areas of coaching practice. Detailed knowledge areas of sport pedagogical theories. Limited knowledge and understanding of some major current issues and specialism in sport coaching. An outline knowledge and understanding of research and equivalent scholarly/academic processes
Practice: Applied Knowledge and Understanding	SCQF Level 8. Using a range of routine skills, techniques, practices and/or materials associated with coaching practice discipline, a few of which are advanced or complex. Carrying out routine lines of enquiry, development or investigation into professional sport pedagogical practices problems and issues.
Generic Cognitive skills	SCQF Level 8. Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common principles of sport coaching theory. Using a range of practical approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues. Critically evaluating evidence-based solutions/responses to defined and/or routine problems/issues QF Level
Communication, ICT and Numeracy Skills	SCQF Level 8. Using a range of routine skills and some advanced and specialised skills associated with sport coaching practice, for example: Conveying complex information to a range of audiences and for a range of purposes. Using a range of standard applications to process and obtain data.
Autonomy, Accountability and Working with others	SCQF Level 8. Exercising autonomy and initiative in coaching design and delivery that involve lead design and delivery of coaching practice at a professional level. Taking the lead on planning coaching content in familiar or defined, diverse populations. Taking continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks. Dealing with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance i.e. when working with vulnerable groups, if appropriate

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

The teaching and learning approach will utilise a combination of blended and face to face delivery. Core theoretical content will be predominantly delivered through a series of asynchronous online materials, including recorded lectures via the virtual learning environment. Synchronous sessions will comprise coaching practicals, workshops, and tutorial support activities. Much of the learning will be achieved through formative practical components, directed independent study tasks, group work and/or class discussion.

A Constructivist approach to learning is used throughout this module, with a strong emphasis placed on students' self-discovery through experiential learning. This requires them to reflect on previously acquired experience and understanding, to construct a new personal understanding of a concept being taught. This allows the student to contextualise the taught concepts in their own coaching environment, and independent group study sessions.

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)
Tutorial/Synchronous Support Activity	6
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	24
Independent Study	246
	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 Text:

Baghurst, T (2020) Coaching for Sports Performance, Routledge

Light, R (2019) Positive Pedagogy for Sport Coaching; Routledg

Recommended Text:

Armour, K (2011) Sport Pedagogy: An Introduction to teaching and Coaching: Routledge

Gordon, D (2009) Coaching Science, Learning Matter

(**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	Mark Carroll
External Examiner	R Pepperell
Accreditation Details	TBC
Changes/Version Number	1.01 Module moderator changed, some typos fixed, delivery style changed to Hybrid C. EE updated

Assessment: (also refer to Assessment Outcomes Grids below)
The assessment will comprise an online class test and practical assessment with written review Assessment 1 : Class test (written)
Assessment 2: Portfolio of written work
(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)	✓			40	1

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work		✓	✓	60	0
Combined Total For All Components				100%	1 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

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.

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)