**Module Descriptor**

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| **Title** | Coaching: Theory & Practice 2 | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | SPOR08036 | **SCQF Level** | 8 |
| **Credit Points** | 30 | **ECTS (European Credit Transfer Scheme)** | 15 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Mark Carroll | | |

**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 | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ 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** | |
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| **L1** | Demonstrate critical understanding of pedagogical coaching practice suitable to the identified learner/participant/athlete. |
| **L2** | Plan and deliver appropriate and effective sport coaching content for a designated 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. |
| **L4** | |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Demonstrating and/or working with:<br>A broad knowledge of the scope, defining features, and main areas of coaching practice.<br>Detailed knowledge areas of sport pedagogical theories.<br>Limited knowledge and understanding of some major current issues and specialism in sport coaching.<br>An outline knowledge and understanding of research and equivalent scholarly/academic processes. |

[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

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| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Using a range of routine skills, techniques, practices and/or materials associated with coaching practice discipline, a few of which are advanced or complex.<br>Carrying out routine lines of enquiry, development or investigation into professional sport pedagogical practices problems and issues. |
| **Generic Cognitive skills** | **SCQF 8**<br>Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common principles of sport coaching theory.<br>Using a range of practical approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues.<br>Critically evaluating evidence-based solutions/responses to defined and/or routine problems/issues. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Using a range of routine skills and some advanced and specialised skills associated with sport coaching practice, for example:<br>Conveying complex information to a range of audiences and for a range of purposes.<br>Using a range of standard applications to process and obtain data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Exercising autonomy and initiative in coaching design and delivery that involve lead design and delivery of coaching practice at a professional level.<br>Taking the lead on planning coaching content in familiar or defined, diverse populations.<br>Taking continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.<br>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. |

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

| **Learning and Teaching** |
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| 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.<br>This module is delivered through live lectures, workshops, and interactive practical sessions. These sessions give students opportunities to apply theories and concepts, take part in problem-based learning, and receive feedback from peers and tutors. Key ideas are introduced in lectures and developed further through practical coaching workshops and tutorials. Students build their understanding through practical tasks, independent study, group work, and class discussions. This approach promotes active, experience-based learning, encouraging students to reflect on their previous knowledge and apply new learning to their own coaching contexts, both individually and in collaboration with others. |

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 13.5 |
| Tutorial / Synchronous Support Activity | 16.5 |
| Laboratory / Practical Demonstration / Workshop | 24 |
| Asynchronous Class Activity | 12 |
| Independent Study | 234 |
| n/a | |
| **TOTAL** | 300 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Core Text:<br>Baghurst, T (2020) Coaching for Sports Performance, Routledge<br>Light, R (2019) Positive Pedagogy for Sport Coaching; Routledge<br>Recommended Text:<br>Armour, K (2011) Sport Pedagogy: An Introduction to teaching and Coaching: Routledge<br>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)** |

| **Attendance and Engagement Requirements** |
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| **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.**<br>**For the purposes of this module, academic engagement equates to the following:**<br>100% Attendance at all module events and consistent weekly engagement with online materials. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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 |

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| 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**

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| **Divisional Programme Board** | **Sport Exercise Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Iain Cleland |
| **External Examiner** | R Pepperell |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Class test (written). |
| **Assessment 2** |
| Portfolio of practical work. |
| **Assessment 3** |
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| (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.<br>(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** |
| Class test (written) | ☒ | ☐ | ☐ | ☐ | ☐ | 40 | 1 |

| **Component 2** |
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| 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% | 1 hours |

**Change Control**

| What | When | Who |
|---|---|---|
| LOs updated to reflect aims of learning and assessment, Learning and teaching section updated, Module contact hours updated, Module moderator updated | March 2026 | Mark Carroll |
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