



Module Descriptor

Title	Coaching: Theory & Practice 3		
Session	2024/25	Status	
Code	SPOR09050	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Daryl Cowan		
Summary of Module			
<p>This module advances knowledge and practical coaching skills developed in previous sport coaching modules. Students will explore and apply coaching theories, concepts and frameworks that relate to how coaches create, manage, and operate within optimised sporting environments. For instance, students will explore the foundations of coach-created motivational climates and analyse the application of these approaches within a different coaching contexts. As part of this, students will also be introduced to coach analysis tools that can promote understanding of and reflection on personal coaching practice.</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:</p> <ul style="list-style-type: none">- Critical Thinker- Emotionally Intelligent- Collaborative- Research-minded <p>Work Ready:</p> <ul style="list-style-type: none">- Knowledgeable- Motivated- Effective communicator- Potential Leader <p>Successful:</p> <ul style="list-style-type: none">- Autonomous- Resilient- Creative- Transformational			

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 checked="" type="checkbox"/>	Term 2 <input 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	Demonstrate an understanding of contemporary approaches to creating and analysing optimal environments in coaching;
L2	Design and deliver a practical coaching session informed by theories of coach-created motivational climate;
L3	Critically reflect on the application of theories of coach-created motivational climate within practice.
L4	
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 9 Demonstrating a critical understanding of sport coaching theories, concepts and frameworks Demonstrating knowledge of a range of observational tools to analyse coach behaviour
Practice: Applied Knowledge and Understanding	SCQF 9 Applying knowledge and understanding of sport coaching theories, concepts and frameworks to coaching practice Using a range of coach analysis tools to reflect upon coach behaviour

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

Generic Cognitive skills	SCQF 9 Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in sport coaching
Communication, ICT and Numeracy Skills	SCQF 9 Presenting or conveying, formally and informally, information about contemporary approaches to sport coaching Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose Interpreting, using and evaluating a wide range of numerical data to set and achieve goals/targets
Autonomy, Accountability and Working with Others	SCQF 9 Exercising autonomy and initiative in practical sessions but also work as part of a team

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

Learning and Teaching	
<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 adopt a hybrid learning and teaching approach. Core theoretical content will be predominantly delivered through a series of asynchronous online materials, including recorded lectures. Synchronous face-to-face sessions (both on campus and online) will be interactive learning sessions to allow the students to apply theories and concepts, complete problem-based learning activities, and receive peer and tutor interaction and feedback.</p>	
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	12
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	18
Independent Study	164
Please select	
Please select	
TOTAL	200 Hours Total

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

Duda, J. L., Appleton, P. R. & Stebbings, J. (2018) 'Towards more empowering and less disempowering environments in youth sport: Theory to evidenced-based practice', in Knight, C. J., Harwood, C. G. & Gould, D. (eds.) Sport psychology for young athletes. Abingdon, Oxon: Routledge, pp. 81-93.

Gilchrist, M., & Mallett, C. J. (2017) 'The theory (SDT) behind effective coaching', in Thelwell, R., Harwood, C. and Greenlees, I. (eds.) The Psychology of Sports Coaching: Research and practice. London: Routledge, pp. 38-53.

Partington, M., & Walton, J. (2020) 'A guide to analysing coaching behaviours', in Cope, E. and Partington, M. (eds.) Sports Coaching: A Theoretical and Practical Guide. London: Routledge, pp. 18-29.

(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 learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Practical Coaching Assessment with Viva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	0
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who