Module Descriptor

Title	Coaching: Theory & Practice 4		
Session	2026/27	**Status**	Published
Code	SPOR10044	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Drew Wallace		

Summary of Module

Based on current industry trends and consultation with external partners, this module aims to advance the knowledge and skills developed in previous years by exploring, integrating, and applying multi-disciplinary theoretical and practical knowledge from a practitioner-scientist perspective. In doing this, indicative module content includes decision making, programme design, managing inter-disciplinary teams, and skill refinement.

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

Analytical

Culturally aware

Inquiring

Work Ready:

Knowledgeable

Problem-solver

Motivated

Potential Leader

Successful:

Autonomous

Innovative

Resilient

Transformational

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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	
L1	Critically review coaching practices and delivery methods, and reflect upon personal and professional development as a sport coach.
L2	Demonstrate the advanced application of coaching theories and concepts.
L3	Design an evidence-based, multi-disciplinary coaching plan based on reasoned needs analysis and evaluation of current literature and 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 10** Demonstrating an understanding of strategies to evaluate team or athlete needs. Demonstrating knowledge that covers and integrates multidisciplinary declarative and procedural knowledge pertaining to delivering coaching programmes and practice.
Practice: Applied Knowledge and Understanding	**SCQF 10** Applying a range of professional and theoretical knowledge and skills in practising routine methods of enquiry and/or research as part of needs analysis process.

[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 10** Critically identify, define, conceptualise and analyse complex/professional problems and issues. Offering professional insights, interpretations and solutions to problems and issues. Demonstrating some originality and creativity in dealing with professional issues.
Communication, ICT and Numeracy Skills	**SCQF 10** Presenting or conveying, formally and informally, information about contemporary issues in sport coaching. Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
Autonomy, Accountability and Working with Others	**SCQF 10** Working with others to bring about change, development and/or new thinking. Managing complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.

Prerequisites	**Module Code** SPOR09050	**Module Title** Coaching: Theory & Practice 3
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. Live, timetabled sessions will comprise workshops and practical classes as appropriate to suit the learning, teaching, and assessments needs of students. Much of the learning will be achieved through formative practical challenges, directed independent study tasks, group work and/or class discussion, and creative problem solving.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Independent Study	164
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Lyle, J. and Cushion, C. (2010) Sports coaching: Professionalism and practice. Edinburgh: Elsevier. Collins, D., Abbott, A., and Richards, H. (2011) Performance psychology: A practitioner's guide. Edinburgh: Elsevier.
(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 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. **For the purposes of this module, academic engagement equates to the following:** 100% Attendance at all module events and consistent weekly engagement with online materials.

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.
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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 & Health
Moderator	Daryl Cowan
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)
Assessment 1
Report of practical/field/clinical work.
Assessment 2
Fieldwork/Practice skills assessment.
Assessment 3
(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**
Report of practical/ field/ clinical work	☒	☐	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☒	☐	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**

Remove 16 hours asynchronous and increase workshop to 36 hours Changed wording in teaching and learning to remove asynchronous.	13/03/26	Drew Wallace