

University of the West of Scotland

Module Descriptor Template

Session: 2023/24

Title of Module: Coaching Theory and Practice 4			
Code: SPOR10044	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kieren Elder & Jordan Donnelly		
Summary of Module			
<p>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.</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 • Analytical • Culturally aware • Inquiring <p>Work Ready:</p> <ul style="list-style-type: none"> • Knowledgeable • Problem-solver • Motivated • Potential Leader <p>Successful:</p> <ul style="list-style-type: none"> • Autonomous • Innovative • Resilient • Transformational 			
Module Delivery Method			

Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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> <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</p>		

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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)	<p>SCQF Level 10</p> <p>Demonstrating an understanding of strategies to evaluate team or athlete needs.</p> <p>Demonstrating knowledge that covers and integrates multidisciplinary declarative and procedural knowledge pertaining to delivering coaching programmes and practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>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</p>
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Critically identify, define, conceptualise and analyse complex/professional problems and issues.</p> <p>Offering professional insights, interpretations and solutions to problems and issues.</p> <p>Demonstrating some originality and creativity in dealing with professional issues.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Presenting or conveying, formally and informally, information about contemporary issues in sport coaching.</p> <p>Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Working with others to bring about change, development and/or new thinking.</p> <p>Managing complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>

Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code: SPOR09050	Module Title: Coaching Theory and Practice 3
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

The teaching and learning approach will utilise a flexible, hybrid approach to delivery. Core theoretical content will be predominantly delivered through a series of online student-centred materials, including recorded videos, curated text and readings, and online activities hosted on the VLE. Live, timetabled sessions will primarily 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 (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Laboratory/Practical Demonstration/Workshop	18
Asynchronous Class Activity	18
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

****Indicative Resources: (e.g., Core text, journals, internet access)**

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

Indicative texts:

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 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: Attendance of teaching sessions (practical and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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)

Supplemental Information

Divisional Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Sport and Exercise
Moderator	Drew Wallace
External Examiner	N. Moran
Accreditation Details	N/A
Changes/Version Number	1.00

Assessment: (also refer to Assessment Outcomes Grids below)

The assessments will require students to complete a written report of practical work and deliver a presentation.

Assessment 1. Report of practical/field/clinical work

Assessment 2. Fieldwork/Practice skills assessment

(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
Report of practical/ field/ clinical work	X		X	50	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Fieldwork/Practice skills assessment		X		50	0
Combined Total For All Components				100%	0