

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: **Module directory**

Refer to guidance notes for completion of each section of the specification.

Module Code	SPC502
Module Title	Becoming a Coach
Level	5
Credit value	20
Faculty	SLS
HECoS Code	100095
Cost Code	GASP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdSc Coaching: Sport & Fitness	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	14 hrs
Placement tutor support	6 hrs
Supervised learning e.g. practical classes, workshops	10 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work-based learning	12 hrs
Guided independent study	158 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	30/05/22
With effect from date	01/09/22
Date and details of revision	
Version number	1

Module aims

This module aims to:

- Examine the pedagogical issues faced by sports coaches when delivering in specific contexts/environments.
- Evaluate different pedagogical approaches to enhance and develop the individual and team.
- Facilitate the development, understanding and application of reflective skills to enhance the development of personal and professional coaching practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate the confidence and ability to design and plan a programme of coaching practice illustrating suitable progression.
2	Demonstrate the ability to plan and deliver a practical session to a specific group of performers.
3	Apply coaching theory to inform and influence practice
4	Evaluate the process, principles, and practice of sports coaching through reflective practice.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: **Practical** Individual assessment and reflective account (equivalent to 1000 words).

The practical assessment will assess student competency in the application of knowledge in a practical context (45-minute delivery time). That will include evidence of outlining the design and development of individual coaching sessions. Students will evaluate personal

and professional practice relating to communication, pedagogical style, and feedback to inform future delivery.

Assessment 2: **Written Assignment** (1500 words) Linking theory to practice and vice versa the student reflects on the delivery of their personal coaching practice within the applied setting. Applying the concept of reflective practice, the student will build an evidenced document, demonstrating reflection on the identified element of professional coaching. The document will provide evidence of the development of the students' knowledge and understanding in relation to the identified theme. The document will demonstrate how the student has used reflective practice to enhance and inform future professional working practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 2	Practical	60
2	3 & 4	Written Assignment	40

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the universities Active Learning Framework (ALF). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The use of workshops and practical exercises will allow students to understand the content and use of the processes being taught.

Formative assessment will be incorporated within this module to support the students learning journey, providing a framework and direction for the summative assessments. This will include during placement opportunities that students will be required to complete and keep up to date a pre-constructed coaching portfolio, details of these will be provided at the commencement of the module.

Indicative Syllabus Outline

The syllabus will include the following:

- Coaching Process Models
- Mechanisms of the Coaching Process
- Theories of learning applied to the coaching process
- Pedagogical elements demonstrations and instructions
- Models of reflective practice
- Planning and organizing coaching sessions
- Practical applications of different coaching strategies

- Performance analysis observations and corrective recommendations

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cassidy, T.G., Jones, R.L. and Potrac, P.A. (2015), *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*. 2nd ed. London: Routledge.

Whitehead, A., and Coe, J. (eds.) (2021), *Myths of Sports Coaching*. Keighley, UK: Sequoia Books.

Other indicative reading

Armour, K. (2011), *Sport Pedagogy: An Introduction for Teaching and Coaching*. Abingdon: Routledge.

Collins, D., Cruickshank, A., and Jordet, G. (eds.) (2019), *Routledge Handbook of Elite Sport Performance*. Abingdon: Routledge.

Nash, C. (2014), *Practical Sports Coaching*. Oxon: Routledge.

Jeffreys, I. (2020), *Effective Coaching in Strength and Conditioning: Pathway to Superior Performance*. Abingdon: Routledge.

Sivils, K. (2012), *Designing Effective Practices for Team Sports*. CreateSpace Independent Publishing Platform.

Lyle, J., and Cushion, C. (eds.) (2010), *Sports Coaching: Professionalisation and Practice*. London: Churchill Livingstone.

Wilkinson, D., and Smith, P. (2020), *Coaching Adventure Sports*. Dursley, UK: Adventure Sports Media House.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication