Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	SPC405
Module Title	Evaluating the Coaching Process
Level	4
Credit value	20
Faculty	SLS
HECoS Code	100095
Cost Code	GASP
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
FdSc Sports Coaching and Fitness	Core

Breakdown of module hours

Learning and teaching hours	18 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	18 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	**36 hrs**
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	**200 hrs**

Module aims

This module initially explores approaches to develop performance through coaching pedagogy, resulting in the effective development of processes that facilitate participant learning. The module then looks to establish ways in which coaching effectiveness could be evaluated, through objective observation of the coaching process, supporting coach development and introducing techniques that can be used in a wider context within sport.

This module aims to:
- Expose students to a variety of sports coaching pedagogical concepts.
- Identify and observe the key roles and responsibilities of the sports coach.
- Provide students with the opportunity to develop their pedagogical skills through

- applied practice.
- Introduce students to the concept of sports coaches as reflective practitioners.
- Establish Key Performance Indicators that define effective coaching.
- Study how performance analysis can inform the coaching practitioner.
- Use a variety of tools and techniques to study performance indicators that can inform development.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Discuss roles and responsibilities of sports or exercise coaches
2	Reflect upon your learning journey of the coaching process
3	Design a notation system for the analysis of coaching practice
4	Evaluate coaching practice based upon practical observation

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.

Written Assignment - Students will write an essay of approximately 2000 words, to discuss the importance of understanding the roles and responsibilities of the coach, using reflective practice on previous experiences.

Coursework - The student will produce a piece of work which establishes the relevance of notation analysis as an effective objective evaluation tool.

They will design an appropriate system for analysing coaching effectiveness. This system will be applied using appropriate computer software to analyse the activity and describe how the outcome of the analysis can be used to evaluate and guide performance.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 – 2	Written Assignment	2000	50	N/A
2	3 - 4	Coursework	2000	50	N/A

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the university's 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 student's learning journey, providing a framework and direction for the summative assessments.

Welsh Elements

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.

Indicative Syllabus Outline

- Introduction to Sports Coaching
- Sports Coaching Pedagogy within the coaching process
- Coaching Styles and Behaviours
- Communication and Delivery Skills
- Organisation and Planning Coaching Sessions
- Introduction to Reflective Practice
- Establishing Key Performance Indicators of effective coaching
- The use of hand and computerised notation systems in the analysis of sport (use of,
- benefits and limitations).
- The use of types of feedback (knowledge of performance, knowledge of results,
- verbal, visual and video).
- Introduction to the use of Notational Software.

Indicative Bibliography

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

Essential Reads

Hughes, M. and Franks, I. (2015), *The Essentials of Performance Analysis*. London:

Routledge.

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

London: Churchill Livingstone.

Other indicative reading

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

McGarry, T., O'Donoghue, P., and Sampaio, J, (2013), *Routledge Handbook of Sports Performance Analysis*. London: Routledge.

O'Donoghue, P. (2014), *An Introduction to Performance Analysis of Sport*. 2nd ed. London: Routledge.

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

Administrative Information

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