

## Module specification

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Module Code	SPT546
Module Title	Becoming a Coach
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100499
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
FdA Football and Community Development	Core

### Breakdown of module hours

Learning and teaching hours	14 hrs
Placement tutor support hours	2 hrs
Supervised learning hours e.g. practical classes, workshops	14 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	12 hrs
Guided independent study hours	158 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

- 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	Design a progressive programme of coaching practice
2	Deliver practical coaching session to a specific group of performers
3	Apply coaching theory to inform and influence practice
4	Evaluate 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.

**Practical Individual assessment and reflective account** - 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 (equivalent to 1000 words).

**Written Assignment** - 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 (1500 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 – 2	Practical	1000 words / 45 minutes	50	N/A
2	3 - 4	Written Assignment	1500 words	50	N/A

## 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.

## 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

- 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

## 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.

### 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.

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

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

### Administrative Information

<b>For office use only</b>	
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