

Module specification

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

Module Code	SPC403
Module Title	Understanding the Coaching Process
Level	4
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 and Fitness	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	26 hrs
Placement tutor support	0 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	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 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:

- 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.

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

1	Discuss the roles and responsibilities of sports or exercise coaches
2	Observe and evaluate sports or exercise coaching practice
3	Describe the communication methods used within the coaching process
4	Describe reflective practice within the context of coach development

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: **Group Project**

Students will be required (in pairs) to conduct an observation of a sports coach delivering a session in a variety of performance settings and evaluate coaching behaviours using a prescribed observational template (3,000 words equivalent).

Assessment 2: **Written Assignment**

Students will write an essay of approximately 1000 words, to discuss the importance of reflective practice in coaching and its place in coach education.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Group Project	75
2	4	Written Assignment	25

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.

Indicative Syllabus Outline

The syllabus will include the following:

- Introduction to Sports Coaching
- Sports Coaching Pedagogy
- The Coaching Process
- Coaching Styles and Behaviours
- Communication and Delivery Skills
- Organisation and Planning Coaching Sessions
- Introduction to Reflective Practice
- Coach Observation

Indicative Bibliography:

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

Essential Reads

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

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

Other indicative reading

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

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

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.

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