



<https://www.abertay.ac.uk/>

We use cookies to ensure we provide you with the best user experience. If you continue without changing your settings, we'll assume that you are happy to receive cookies from our site.

Learn more <https://www.abertay.ac.uk/legal/cookies/>

Close

Module details for Coaching and Learning

Module Details

SCQF Level:

09

Module Code:

SPS301

Credit Value:

20

Year:

2020/1

Term:

Term 2

School:

School of Applied Sciences

A-Z of all Modules <https://modules.abertay.ac.uk/>

Search by School

Search by Term

Search by SCQF Level

Description

The overall purpose of this module is to develop students' understanding of the concepts of coaching and learning and to apply these to physical activity environments. This will be achieved by explicitly addressing students' knowledge of education and pedagogy and their ability to apply that knowledge in a suitable context. Students will move beyond a reductionist view of coaching simply as a systematic procedure and have students consider and discuss the influence of the social aspects of coaching such as leadership, relationships, and social environments.

Aims

The aim of this Module is to provide the student with an understanding of the concept of coaching and learning through a model based approach while giving them the basis for the conceptual study of sports coaching.

Learning Outcomes

By the end of this module the student should be able to:

1. Critically explain how the concept of pedagogy and education apply to physical activity environments.
2. Analyse how different theoretical models describe the constituent parts of the coaching process and the coach's role within this process.
3. Appraise the practical application of skill acquisition to coaching within physical activity environments.
4. Explain different participant groups, stages of development and environments and evaluate their impact on the coaching process.

Indicative Content

1 Coaching and learning

Students will consider the definition and purpose of coaching and learning. They will be asked to consider what is the purpose and definition of coaching, what it has to do with pedagogy and education.

2 The role of the coach

Students will be asked to consider the role of the coach, what their purpose is, and what they are trying to achieve. They will consider the level of participation, demands placed on coaches by external bodies, and coaches own philosophies towards the instruction of athletes.

3 The coaching process

Students will identify the key characteristics of coaching. They will consider a variety of leadership and relationship models and discuss how these fit into the idea of coaching as a systematic process.

4 Skill development

Students will examine the principles that underpin the creation on an efficient learning environment. They will consider modern theories of skill acquisition and how they relate to effective pedagogical.

5 Participant Groups

Students will consider different categorisations of participants and how this impacts on the planning and delivery of the coaching process.

6

Teaching and Learning Work Loads

For session 2020/21 the expectation is that the teaching and learning hours stated in this descriptor will form a mix of synchronous and asynchronous student/staff activity, with the majority of this being online. The exact pattern of this activity is likely to vary from the standard face-to-face hours listed below but the overall student effort remains the same. Up-to-date information on the delivery of the module can be found on the relevant module MLS site and on your student timetable.

TEACHING AND LEARNING METHOD	HOURS
Lecture	14
Tutorial/Seminar	0

Practical Activity	26
Assessment	30
Independent	130
Total	200

Guidance notes

SCQF Level - The Scottish Credit and Qualifications Framework provides an indication of the complexity of award qualifications and associated learning and operates on an ascending numeric scale from Levels 1-12 with SCQF Level 10 equating to a Scottish undergraduate Honours degree.

Credit Value – The total value of SCQF credits for the module. 20 credits are the equivalent of 10 ECTS credits. A full-time student should normally register for 60 SCQF credits per semester.

Disclaimer

We make every effort to ensure that the information on our website is accurate but it is possible that some changes may occur prior to the academic year of entry. The modules listed in this catalogue are offered subject to availability during academic year 2020/21, and may be subject to change for future years.

```
.visually-hidden { clip: rect(0 0 0 0); clip-path: inset(50%); height: 1px; overflow: hidden; position: absolute; white-space: nowrap; width: 1px; } #olark-wrapper .olark-launch-button { background-color: #C95014; } .f-accreditations { display: none; }
.grid{display:flex;flex-wrap:wrap;margin-left:-20px;margin-bottom:20px}.grid .tile{width:calc(33.333333% - 20px);margin-left:20px;margin-bottom:20px}.grid .tile .tile-image{height:140px;background-size:cover;background-position:center}.grid .tile a{display:block;max-width:95%;margin:-30px auto 0;background:none;background-color:#ffffff;color:#333333;box-shadow:0 0 20px 0 rgba(0, 0, 0, 0.1);position:relative;z-index:10}.grid .tile a .tile-text{padding:10px 20px}.grid .tile a .tile-text p{font-family:"source_sans_proregular",arial,sans-serif;color:#555555;margin:5px 0 0;font-size:1.4rem;line-height:1.3}.grid .tile a .tile-text p.tile-title{margin:0;font-size:1.7rem;font-family:"source_sans_prosemibold",arial,sans-serif;color:#333333}@media screen and (max-width:1229px){.grid .tile{width:calc(50% - 20px)}}@media screen and (max-width:991px){.grid{margin-top:20px}.grid .tile{width:calc(33.333333% - 20px)}}@media screen and (max-width:767px){.grid .tile{width:calc(50% - 20px)}}@media screen and (max-width:439px){.grid{margin:20px 0}.grid .tile{width:100%;margin:0 0 20px}.grid .tile .tile-image{height:100px}}nav.n-rightnav ul li a,nav.n-rightnav ul li span{font-size:20px;font-size:2rem;line-height:28px;color:#000;background:none;font-family:"tex_gyre_adventorbold",arial,sans-serif}nav.n-rightnav ul li ul{display:block!important}.l-breadcrumb ul li a{position:relative;font-size:14px;font-size:1.4rem;line-height:20px;font-family:"source_sans_probold",arial,sans-serif;float:left;margin-right:45px;text-transform:uppercase}.l-breadcrumb ul li a:after{position:absolute;right:-25px;display:inline-block;font:normal normal normal 14px/1 FontAwesome;font-size:inherit;line-height:16px;text-rendering:auto;-webkit-font-smoothing:antialiased;-moz-osx-font-smoothing:grayscale;content:"\f105";color:#555}.l-breadcrumb ul li a:last-child{color:#333333}.l-breadcrumb ul li a:last-child:after{content:""}}
```