Module Definition Form (MDF)

Module code: MOD007157	**Version:** 6 **Date Amended:** 20/May/2026

1. Module Title
Introduction to Sports Coaching and Development

2a. Module Leader
Harley-Jean Simpson

2b. School
School of Psychology, Sport and Sensory Sciences

2c. Faculty
Faculty of Science and Engineering

3a. Level
4

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	Sport Coaching and PE; Sport and Exercise Science, Strength and Conditioning with rehabilitation		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Understanding the sporting landscape is the starting point for any professional working in sport. This module introduces students to the key theoretical and practical concepts of sport coaching and development. Delivered through a series of lectures, seminars, practicals, as well as industry based guest lectures. The module examines the role of key organisations that oversee and deliver sport in the UK (and abroad) as well as an appreciation of the broader sporting context in which sport practitioners operate. By the end of the module, you will have developed an appreciation of the coaching process in terms of the pedagogical, managerial, behavioural and ethical components which enable good practice. As well as the module specific knowledge, you will also further enhance your key employability skills of written communication and your awareness of the options available for career pathways.

6b. Outline Content

Overview of the sporting landscape: key organisations and functions

• Models of sport development: beyond the sport development continuum

• Government involvement in sport

• Community and Local Authority sport

• Sport Participation: Sport England and grassroots delivery

• High Performance sport: key agencies roles and functions

• The Olympic and Paralympic Movement

• Professional/ commercial sport

• The coaching process

• Principles of coaching

• How coaching theory informs coaching practice in context, through different practical experiences

• Introduce practical coaching capabilities

• Approaches to coaching, teaching and learning

6c. Key Texts/Literature

The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources

Sports hall

7. Learning Outcomes (threshold standards)		
No.	**Type**	**On successful completion of this module the student will be expected to be able to:**
1	Knowledge and Understanding	Explain the role of key sport organisations in overseeing and delivering sport in the UK
2	Knowledge and Understanding	Describe the sporting context within which coaching operates
3	Intellectual, practical, affective and transferrable skills	Discuss how academic theory and pedagogic techniques influence the coaching process
4	Intellectual, practical, affective and transferrable skills	Identify theories of coaching in design and execution of sports coaching sessions

8a. Module Occurrence to which this MDF Refers				
Year	**Occurrence**	**Period**	**Location**	**Mode of Delivery**
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	**Hours**	**Learning Outcomes**	**Details of Duration, frequency and other comments**
Lectures	20	1-3	10 X 2 hour lectures
Other teacher managed learning	52	1-3	10 X 2 hour practicals, 10 X 2hour seminar, 4 hours of presentation assessment
Student managed learning	228	1-3	Production of assessments and self-directed background reading for learning sessions
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1,3,4	70 (%)	Fine Grade	30 (%)
Reflective vignette (1500 words) linking theory to coaching practice					

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	2,3	30 (%)	Fine Grade	30 (%)
Small group records presentation (650 words equivalent) Group mark					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment as specified above
(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]