

<b>Module Title:</b>	Introduction to the Coaching Environment
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	The teaching & learning strategies employed within this module will include, lectures, workshops, group discussion/debate, problem solving exercises, practical sessions, e-learning, self-directed independent learning and independent research.
<b>Module Aim:</b>	Introduce learners to the key principles of creating an effective coaching environment. Engage the learners into the process of investigating and understanding the skills, abilities, theories and systems of the holistic coaching environment.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Demonstrate an understanding of the key principles of creating an effective coaching environment.
LO2	Identify and explain the relevance of understanding the individualised needs and wants of the participant within the coaching environment.
LO3	Demonstrate an understanding of role of the coach within the coaching environment and significant others.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

### Indicative Content

**The WHY:**

Understanding the Coach – Establishing your coaching philosophy, reflective practice, self-analysis, beliefs, assumptions, critical thinking, emotional intelligence, role, function, context, knowledge.

**The WHO:**

Introduction to Understanding the Participant - Needs & Wants – biological, psychological and social factors.

**The WHAT:**

Overview to Understanding your Sport – Technical, tactical, physical, psychological and social. Technical/tactical models and sport specific curriculum.

**The HOW:**

Understanding the Learning Environment – Pedagogy – Practice activities, communication, coach behaviours, situated learning, schema, motor learning, discovery learning, problem solving, planning, reviewing.

Assessment Breakdown	%
Continuous Assessment	50.00%
Practical	50.00%

### Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Written Report	Complete a 2000 word written report outlining key principles of the coaching environment in your chosen sport. Students will be required to relate the principles to module content.	1,2,3	50.00	n/a

No Project

### Practical

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Group Task – Group Presentation	1,3	50.00	n/a

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	3.00
Independent Learning	Every Week	6.00
Total Hours		9.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_BBSBC_D	<a href="#">Bachelor of Arts in Sport, Business and Coaching</a>	2	Mandatory
CW_BBSBC_B	<a href="#">Bachelor of Arts (Honours) in Sport, Business and Coaching</a>	2	Mandatory