



SDEH51: Inclusive Coaching in Sport and Physical Activity

Assessment one

Module Learning Outcomes Assessed

1.	demonstrate a critical understanding of conceptual debates relating to inclusion and disability and the relationship between conceptualisation and policy development
2.	demonstrate a critical appreciation of the development and activities of key stakeholders involved in delivery

Essay (50% of module)

**Critically evaluate effective coaching strategies in disability sport
(1,500-2,000 words)**

There are different ways to approach the essay, and you are expected to select and apply content from the module so far and your wider reading in this essay. You are not expected to apply everything from the module or your wider reading, therefore selecting what to include will be an important process. Your discussion should be evidence based, therefore you will need to use reliable published work to develop your thinking and underpin your arguments. You should not use your own opinions or experiences directly, although these will inform how you research. Your essay must therefore be in the third person throughout. A suggested approach / structure is as follows:

Introduction (200-250 words)

- Introduce traditional views of sport coaching and generally accepted approach to sport coaching in disability sport.
- Introduce key concepts, such as equality and equity, children's rights, impairments and disability.
- Introduce this essay's objectives, including signposting the reader towards the upcoming sections/arguments within this essay. This will help the reader know what to expect, and whether they want to continue reading.
- Introduce selected theory/theories you are using to underpin your arguments in this essay. For example, you may consider models of disability, social theory, posthumanism as theories which may challenge social constructs of disability. Remember, quality over quantity here.

Theoretical framework for disability (400-500 words)

- Introduce selected theory/theories and explain their implications for understanding disability in a societal context.
- Analyse how selected theory/theories represent a paradigm shift challenging traditional sport coaching models and coaching strategies.

Applying theory to coaching: Equity over equality (200-300 words)

- Explain how equity can remove barriers created by stereotypes, prejudices and pre-established social structures.

- Analyse how selected theory/theories can promote the value of individual differences and can result in equitable, rather than equal coaching practice.

Children's rights (200-300 words)

- Analyse how selected theory/theories can influence understanding and respect for children's rights in the context of coaching (e.g., children's rights to participate, right to be heard, right to be protected from harm).

Effective coaching strategies for disability sport (400-500 words)

- Analyse person-centred coaching strategies and how they are underpinned by your selected theory/theories.
- Analyse strategies for creating an inclusive training environment and how they are underpinned by your selected theory/theories.
- Analyse adaptive coaching techniques and how they are underpinned by your selected theory/theories.

Conclusion (100-150 words)

- Summarise the main points within your essay (stay in third person).
- Offer final thoughts on the potential benefits and challenges/limitations of a posthuman approach to sport coaching.

This should be written;

- as an essay, using continuous prose (e.g. no numbered paragraphs, sections or sub-sections),
- with an acceptable use of English, avoiding colloquial expressions. Poor spelling and grammar will be penalised,
- in the third person only, using Calibri font size 12 and be double-lined spaced,
- within the 1,500-2,000-word count.

Essay submission deadline: Friday 8th December 2023

MARKING FRAMEWORK AND INTERNAL VERIFICATION RECORD

Module Code	Module Element	Assessment Type
SDEH51	Essay, 50% module weighting	Essay
Module Leader	Marking Team	
Assessment Title		
Critically evaluate effective coaching strategies in disability sport		

Marking Criteria	100-80%	79-70%	69-60%	59-50%	49-40%	39-20%	19-1%
Knowledge and understanding 1 (10%)	Thorough and critical understanding of conceptual issues underpinning selected theory/theories.	Thorough and comprehensive understanding of conceptual issues underpinning selected theory/theories.	Sound understanding of conceptual issues underpinning selected theory/theories.	Generally sound understanding of conceptual issues underpinning selected theory/theories.	An understanding of conceptual issues underpinning selected theory/theories.	Basic or partial understanding of conceptual issues underpinning selected theory/theories.	Limited understanding of conceptual issues underpinning selected theory/theories.
Knowledge and understanding 2 (10%)	Thorough and critical understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	Thorough and comprehensive understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	Sound understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	Generally sound understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	An understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	Basic or partial understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.	Limited understanding of how selected theory/theories can challenge traditional sport coaching models and strategies.
Knowledge and understanding 3 (10%)	Thorough and critical understanding of the social attitudes towards disability.	Thorough and comprehensive understanding of the social attitudes towards disability.	Sound understanding of the social attitudes towards disability.	Generally sound understanding of the social attitudes towards disability.	An understanding of the social attitudes towards disability.	Basic or partial understanding of the social attitudes towards disability.	Limited understanding of the social attitudes towards disability.
Knowledge and understanding 4 (10%)	Thorough and critical understanding of how selected theory/theories can support children's rights.	Thorough and comprehensive understanding of how selected theory/theories can support children's rights.	Sound understanding of how selected theory/theories can support children's rights.	Generally sound understanding of how selected theory/theories can support children's rights.	An understanding of how selected theory/theories can support children's rights.	Basic or partial understanding of how selected theory/theories can support children's rights.	Limited understanding of how selected theory/theories can support children's rights.

Intellectual skills (40%)	Critically evaluate how selected theory/theories can underpin sport coaching in disability sport.	Evaluate how selected theory/theories can underpin sport coaching in disability sport.	Analyse how selected theory/theories can underpin sport coaching in disability sport.	Explain how selected theory/theories can underpin sport coaching in disability sport.	Describe how selected theory/theories can underpin sport coaching in disability sport.	Partial description of how selected theory/theories can underpin sport coaching in disability sport.	Limited to no discussion of how selected theory/theories can underpin sport coaching in disability sport.
Practical skills (10%)	Extensive use of peer-reviewed sources to evidence arguments.	Very good use of peer-reviewed sources to evidence arguments.	Good use of sources to evidence arguments, some of which are peer-reviewed.	Some use of sources to evidence arguments, some of which are peer-reviewed.	Some use of sources to evidence arguments.	Limited use of sources to evidence arguments.	Little to no use of sources to evidence arguments.
Transferable skills 1 (5%)	Excellent, concise writing style.	Very good, concise writing style.	Very good writing style, however could be more concise.	Good writing style, however too conversational at times.	Largely informal and conversational writing style.	Poor writing style.	Poor writing style with frequent mistakes.
Transferable skills 2 (5%)	Correct APA referencing system, in-text citations and reference list.	Correct APA referencing system, in-text citations and reference list.	Mostly correct APA referencing system, in-text citations and reference list.	Mostly correct APA referencing system, in-text citations and reference list, although some errors were apparent.	APA referencing system used, but with some in-text citation and/or reference list mistakes.	APA referencing system used, but with frequent in-text citation and/or reference list mistakes.	Incorrect referencing system used, frequent mistakes, or no references included.