Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6007

ASSESSMENT COMPONENT: A1

Curriculum Development Project

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Curriculum Development Project:

Level 4 HE Rugby Coaching Programme

(10 Weeks)

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Overview and Context of the Curriculum

This curriculum project outlines the design of a Level 4 Higher Education (HE) rugby coaching module, situated within a Foundation Degree or undergraduate sport coaching programme in the University of Wales Trinity Saint David in Carmarthen. The module is designed for first-year undergraduate students who would be progressing from Level 3 qualifications, and aims to support their transition into higher education through theoretical knowledge and applied coaching practice.

The Welsh Rugby Union (WRU) holds significant cultural and institutional importance, contributing to both participation and elite performance pathways. Consequently, higher education institutions are increasingly required to produce graduates who are not only technically qualified but also capable of engaging critically with coaching practice (Cushion, 2013). This module responds to this claim by introducing both academic and practical elements, aligning with the professionalism characteristic of higher education (Bathmaker, 2013).

The module is delivered over a ten-week period using a blended learning approach. The lectures will be held every Monday from 9.30am until 3.00pm, which includes 2 hours theory, 2 hours practical, with a lunch break in between and an option of independent study. The lecture will finish at 3.00pm on Monday as the rugby academy programme with the university will begin at 4.00pm, which provides rest periods for students or independent study time before three hours of gym, analysis, skills, fitness, contact, team runs and / or coaching. This can be a great way for students to observe, develop and practice their coaching skills within a team environment.

Teaching will take place across lecture theatres, seminar rooms, and sports facilities, supported by digital learning environments such as Moodle. This approach reflects on current pedagogical practices within higher education, which emphasise flexibility, student engagement, and the integration of technology-enhanced learning (Laurillard, 2012).

The curriculum is vocational as it is class and placement based, with coursework as a written assignment, practical observation and coaching as the assessments. Also, the curriculum comes under the process model as students are experientially learning through experience and theory.

In addition, the curriculum incorporates opportunities for students to engage with the WRU coaching qualifications Levels from 1–4. This will undoubtedly strengthen the employability dimension of the programme. Also, the inclusion of professional awards within academic curricula reflects increasing sector emphasis on graduate outcomes and industry relevance (Yorke, 2006).

Rational

The rationale for this curriculum includes both educational and sector-specific considerations, including the transition to higher education, employability demands, and developments within coaching pedagogy.

According to Wingate (2007) the main challenges faced by students entering Level 4 is the transition from Further Education colleges or schools to Higher Education, which requires increased levels of critical thinking and academic engagement. Students are required to move away from descriptive learning towards analytical and reflective practices. Unfortunately, on reflection practical development is not prioritised by Higher Education settings which impacts students' practical skills and employment opportunities. This curriculum is therefore designed to support the transition by gradually introducing theoretical frameworks alongside practical coaching applications.

The sport and coaching sector increasingly requires coaches, teachers and athletes to be reflective, adaptable, and aware of evidence-based practice (Gilbert, 2017). The traditional approaches to coaching, by Kurt Lewin in 1939 includes the Autocratic, Democratic and Laissez-Faire approaches are directive and technique-focused methods (Bond, 2015). These are essential to the curriculum, but Jones (2006) suggests that coaches should be challenged by more well-rounded and athlete-centred models. However, the main issue is overcoming the shortage of rugby coaches in Wales who can operate across participation and performance contexts, supporting both grassroots development and elite pathways (Sport Wales, 2026).

Introducing the WRU coaching pathways within the curriculum, students are provided with opportunities to gain recognised qualifications alongside academic learning. This combination enhances employability while ensuring alignment with industry standards (Welsh Rugby Union, 2026).
The curriculum includes a range of educational and coaching theories that support effective learning within Higher Education settings. For example, Constructivist

theory suggests that learners actively construct knowledge through experience and social interaction (Vygotsky, 1978). This is particularly relevant in coaching contexts, where learning is situated and experiential. Kolb's (1984) experiential learning cycle provides a framework for structuring learning activities, enabling students to engage in concrete experiences, reflect on those experiences, conceptualise learning, and apply new knowledge.

Furthermore, Schön's (1983) concept of reflective practice is central to professional development in coaching, encouraging learners to critically evaluate their actions both during and after practice. In contrast, behaviourist approaches by Skinner 1953 cited by Catania (2003), emphasised that repetition and reinforcement are still valuable for skill development but maybe limited in promoting critical understanding. These are some examples of how the curriculum promotes a balanced approach, including behaviourist techniques with constructivist and game-based approaches.

Although, the curriculum recognises that coaching is complex and varies on the coach, participants, background, circumstances and activity, requiring flexible and adaptive approaches rather than fixing students to a single theoretical model (Cushion, 2013). This curriculum recognises the need for practical development by giving the students the opportunity to rep coaching sessions while using the theory learned.

Curriculum Aims and Learning Outcomes

The aim of the curriculum is to apply students with the practical skills, knowledge, and confidence to effectively plan, deliver, and evaluate rugby coaching sessions across a range of age groups and abilities. As well as preparing students to meet and exceed the coaching standards, frameworks, and requirements set by the Welsh Rugby Union and applying ethical responsibilities, safeguarding, inclusivity, and professionalism expected of coaches operating under Welsh Rugby Union (WRU) guidelines.

The learning outcomes include planning and delivering effective coaching sessions and demonstrating ethical responsibilities, safeguarding, inclusivity, and professionalism expected of coaches. Also, successfully completing their current WRU Level 1/2/3/4 course.

Applying key theoretical concepts, coaching pedagogy and developing consistent, structured and effective coaching plans and delivery in varied environments that are transferable skills relevant to employment.

These learning outcomes align with Level 4 descriptors within the Framework for Higher Education Qualifications (FHEQ), focusing on knowledge, understanding, and application (QAA, 2019).

Detailed module aims, learning outcomes and lesson aims and objectives for each lesson can be viewed on page 12-17 in the scheme of work.

Professional standards / Benchmarking statements

There are many responsibilities required and expected by teachers, lecturers and coaches. Varying from planning and delivering engaging lessons, creating a positive and inclusive learning environment, assessing and evaluating student progress, communicating with parents and colleagues continuously engaging with professional standards for professional development that is current with subject knowledge and teaching methods (Gunduz, 2016) (Sachs, 2003).

The lectures also have a duty of care for the learners to be positive about learning and the environment. However, they must recognise students' past experiences and that individuals learn in different ways (Barber, 2002). Additionally, according to Halx (2010) adult learners expect to be treated like adults, taught by professionals and are always ready to learn and do work.

Following the GOV.WALES (2025) and Educators Wales (2025) 12 professional standards this curriculum will demonstrate commitment to learners, their learning, safety and well-being by inspiring, supporting and stretching learners. Taking account of their starting points and progression options; for example by using a range of teaching and assessment methods, making best use of knowledge and skills to support learners.

The programme will be sensitive to all students' needs, including valuing equality of opportunity and inclusion by embracing diversity and creating an environment where learners feel safe to challenge discrimination. Additionally, understanding the Welsh culture and language by promoting Welsh language skills. Demonstrating dignity, courtesy, respect by ensuring all voices are heard.

Maintaining and updating coaching knowledge, planning and delivering effective learning is a fundamental component of the programme, including active participation from the students. Building collaborative relationships and supporting learners to achieve realistic goals. Encouraging reflection, peer assessment and responsibility for learning through constructive feedback. Demonstrating

sustainability and engaging with leadership and governance to widen professional knowledge.

The curriculum will also follow benchmarking statements by the QAA (2019), Welsh Rugby Union (2026) and World Rugby (2026). Prioritising players safety, integrity, and development, following a strict Code of Practice that requires high ethical behavior, safeguarding, and technical prowess. Coaches must adhere to World Rugby regulations, focusing on skill acquisition, respecting match officials, and maintaining a duty of care for all. Additionally, the performance pathways aim for high-intensity training, aiming to align club and national standards (Welsh Rugby Union, 2026); (World Rugby, 2026).

This is supported by the QAA (2019) benchmarking standards for degree-level study. It focuses on integrating theoretical knowledge with practical application, covering pedagogy, athlete development, and ethical practice to develop skilled professionals. The students will be able to effectively plan, deliver, and evaluate engaging learning sessions across a range of educational settings. Professionalism and ethical practice are equally important, with a clear commitment to safeguarding, promoting equality and diversity, and meeting legal and professional responsibilities as the lead coach. Developing critical thinking skills is key, particularly in engaging with research and applying the evidence in practice. Finally, employability is strengthened through building skills in leadership, communication, and group work.

Timetable

Scheme of Work

Programme Title: Level 4 HE Rugby Coaching Programme	Venue: University of Wales Trinity Saint David, Carmarthen.	Lecturer: Dafydd Jones
Hours per week: 4	Day/Time: Monday - 9.30-11.30 - Theory 11.30-13.00 - Lunch 13.00-15.00 - Practical	Number of weeks: 10

Module Aims:

- Apply students with the practical skills, knowledge, and confidence to effectively plan, deliver, and evaluate rugby coaching sessions across a range of age groups and abilities.
- Prepare students to meet and exceed the coaching standards, frameworks, and requirements set by the Welsh Rugby Union.
- Apply ethical responsibilities, safeguarding, inclusivity, and professionalism expected of coaches operating under Welsh Rugby Union (WRU) guidelines.

Module Outcomes:

- Plan and Deliver Effective Coaching Sessions.
- Demonstrate ethical responsibilities, safeguarding, inclusivity, and professionalism expected of coaches.
- Successfully complete their current WRU Level 1/2/3/4 course.
- Explain key theoretical concepts underpinning rugby coaching practice.
- Apply coaching pedagogy and develop consistent, structured and effective coaching plans and delivery in varied environments.
- Develop transferable graduate skills relevant to employment

Week Number	Topic	Aim and Objectives	Teaching Strategies and learning activities	Resources required	Assessment
1 28/09/26	Introduction to the curriculum	Aim - Introduce the structure, expectations, and requirements of the rugby coaching programme. - Establish baseline knowledge and confidence in rugby coaching principles. Objectives - Identify key components of the course, including assessment methods and WRU expectations. - Demonstrate knowledge of basic coaching roles and responsibilities. - Complete an initial knowledge check to assess entry-level understanding.	Lecture, Paired work, Discussions, Group work, Icebreakers.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device.	Q&A / Quiz- Entry level / Initial
2 05/10/26	Theories of Coaching and Observing a coaching session	Aim - Develop understanding of key coaching theories and styles. - Enhance observation skills in a coaching environment. Objectives - Describe at least two coaching theories and their practical application. - Observe and analyse a coaching session using structured criteria. - Provide feedback on coaching effectiveness based on observations.	Lecture, Research, Group work, Debates, Observation.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device.	Q&A - Formative

3 12/10/26	Theories of Coaching and Lesson planning and Guided Coaching	Aim - Apply coaching theories to session planning. - Develop guided coaching techniques. Objectives - Create a basic session plan using recognised coaching frameworks. - Demonstrate guided coaching techniques in a practical setting. - Explain the link between theory and practice in coaching delivery.	Lecture, Paired work, Group work, Team teaching.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch.	Q&A - Formative Practical coaching - Entry level / Initial
4 19/10/26	Lesson Planning & Session plans and Guided Coaching	Aim - Improve the quality and structure of session planning. - Build confidence in delivering guided coaching sessions. Objectives - Produce a detailed session plan with clear aims and progressions. - Deliver a short guided coaching activity to peers. - Evaluate the effectiveness of session structure through feedback.	Lecture, Paired work, Group work, Quiz.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch.	Quiz - Formative
5 26/10/26	Technical and Tactical (Game Model) Independent Coaching	Aim - Develop understanding of technical and tactical aspects of rugby. - Apply the game model in independent coaching practice. Objectives	Lecture, Paired work, Micro teach.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch, balls, cones.	Micro teach / 15 minutes coaching session - Summative

		- Explain key elements of a rugby game model. - Plan and deliver a 15-minute coaching session independently. - Demonstrate appropriate use of technical and tactical coaching methods.			
6 02/11/26	Game Model and Adaptations to session	Aim - Enhance understanding of adapting sessions to meet player needs. - Apply the game model flexibly in coaching. Objectives - Modify a session plan based on different ability levels. - Identify when and why adaptations are necessary during sessions. - Demonstrate adaptable coaching strategies in practice.	Lecture, Group work.	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch.	Q&A - Formative
7 09/11/26	Independent / Adaptations Coaching	Aim - Strengthen independent coaching skills. - Develop the ability to adapt coaching in real-time. Objectives - Plan a session independently with minimal guidance. - Apply appropriate adaptations during coaching delivery. - Reflect on personal coaching strengths and areas for improvement.	Lecture, Paired work, Research.,	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch.	Formative

8 16/11/26	Coaching Course	Provided by Welsh Rugby Union - Introduce learners to WRU coaching standards and frameworks. - Identify key WRU coaching principles and requirements. - Engage in course activities and discussions effectively. - Demonstrate understanding through questioning and participation.	Day 1 - WRU Coaching Course Level 1/2/3/4	Pen/Pencil and Notepad	Formative - Question and Answer
9 23/11/26	Coaching Course	Provided by Welsh Rugby Union - Apply WRU coaching standards in practical settings - Deliver a practical coaching session aligned with WRU standards. - Demonstrate safe, inclusive, and effective coaching practice. - Complete summative assessment (practical and/or written).	Day 2 - WRU Coaching Course Level 1/2/3/4	Sports kit, boots, Whistle, Watch, Lesson plan	Summative - Practical delivery / Micro session. and / or Written Exam
10 30/11/26	Recap on assignment - Conclusion / Reflection	Aim - Learnings taken from the programme. - Encourage reflective practice for future development. Objectives - Reflect on personal progress and identify strengths and areas for continued improvement. - Complete a final quiz and participate in a 1-to-1 review session with a tutor.	One-to-one, Q&A, Quiz	Classroom / 3G / Sports hall / Pitch Pen, Paper, Electronic device, whistle, stopwatch.	Quiz and 1-to-1 meetings - Formative

Teaching strategies and Learning Theories

The teaching strategies have been thoroughly thought and analysed to supply the students with the best opportunity of succeeding and developing their coaching skills. Students will have different beliefs, religion, background and opinions which will undoubtedly differentiate their own coaching approach and affect their preferred teaching strategy.

The teaching and coaching will be student focused and this will determine the learning theories used across the curriculum. Students have different preferences which leads the approach to have a balance between all four of the theories. The practical coaching process will be firstly observed by students, then they will be given the knowledge and lastly asked to reproduce what they have learned to the lecturer. It will be delivered through actions and reinforcements of good practice with action words like “Well done”, “Great work”, “Excellent example” (McLeod, 2026). This is behaviourist theory which sets clear goals for the students to produce the outcome the lecture needs.

In comparison, Humanism learning theory influences students' motivation, personal drive, beliefs and experiences, by supporting self reflection and evaluation opportunities. Humanism prefers empowerment and individualisation which is promoted and encouraged in the coaching. John Dewey theory conveys that experiences and learning takes place when a student is interested or enjoys the topic (Nickerson, 2024).

Cognitivism theory of learning focuses on processes of thinking, memory, and information processing. Based on Jean Piaget theory of activating prior knowledge, structuring information logically, and using methods like mind maps and analogies to facilitate understanding and knowledge retention (Pakpahan and Saragih, 2022). The main part of theory based lectures will have a structure and patterns to guide students through the problem-solving process, while allowing them to use their own

mental capacities to find solutions. Lectures will show visuals, give guidance to support students' development of their learning (Pakpahan and Saragih, 2022).

The last learning theory the curriculum will support is Constructivism. What a lecturer says/teaches the students will digest the information based on their experiences (Brau, 2025). However, the power of including opportunities of class discussion, question and answers (Q&A) and debates will open up a variety of experiences and students might adapt and take on board others' experiences.

The curriculum will be supported by the ‘The zone of proximal development’ by Vygotsky which includes what the students can do when they start the course, what they can do with guidance and what the learner can not do (Irshad et al, 2021). The aim of the curriculum and the lectures is to develop everyone into the middle section of the zone. The lectures can increase the possibility by having a good relationship with the student as a facilitator. Confidence and respect between student and teacher is fundamental, otherwise confidence in the student will be lost. Additionally, group work helps to enhance problem solving and associative learning skills (Brau, 2025).

Teaching strategy is a combination of student activities supported by the use of appropriate resources to provide a particular learning experience and/or bring about the desired learning (Reece & Walker, 2000). According to Reece & Walker (2000) selecting the most appropriate teaching strategy is an important aspect of lesson planning and is always done for the benefit of the learner.

It is critically important to align the teaching strategies with the learning theories to utilise best results from students. For example the Ice breakers are used on the first day with a new group for the lecture to get to know the students, what kind of learners and the students to get to know other students. Although, some may argue it's wasting valuable time, being irrelevant to the group's purpose, creating discomfort by forcing participants to perform. However, for a rugby coaching curriculum everyone must be able to talk in front of a group and express themselves which should create an immediate positive, fun and relaxed atmosphere, while getting to know everyone.

The programme will create a safe learning environment for all students as the focus of development will be supported by the three domains of learning (Hoque, 2016). Taxonomies of learning are useful tools to help lectures design and structure learning opportunities (Dettmer, 2005) .

Students learn in different ways, what works for one may not be appropriate for another. Understanding this was important to ensuring that the design of lessons provided a variety of learning opportunities for all students. This approach allows the lecturers to utilise a range of different strategies in a single lecture, which will hopefully ensure that all students have the opportunity to learn in a way that best suits them (Imrie, 1995) (Anees, 2017) (Forehand, 2011).

Assessment strategy

Assessment strategies are designed in line with the aim of creating a positive recognition for students, and ensuring a link between learning outcomes, teaching activities, and assessment methods (Biggs, 1996).

Entry level assessment will include a question and answer to develop the initial knowledge of the students. Then, the formative assessments will include, 1-on-1 session with lecturer, peer feedback, draft session plans and plenty of practical coaching delivery. These approaches support learning by providing ongoing feedback and opportunities for improvement (Black and Wiliam, 1998).

The curriculum includes two summative assessments. The first is a Practical Coaching Assessment worth 40% of the overall module. This grade will depend on a successful completion of the WRU coaching qualification on week 8 and 9 and the micro teaching session on week 5. Students will be required to deliver a structured rugby coaching session on both, and they will be assessed on their planning and delivery. Everyone on the module will be supported to engage with WRU coaching courses. There might be a variety of levels coming onto the module, but everyone will have a course to attend from introductory coaching at Level 1, up to advanced concepts and professionalism at Level 3 and 4.

The second assessment will be a written 2,000 (10% either way) word assignment, reflecting on what the students learned across the ten weeks and which also includes a brief evaluation of their own coaching performance. Contributing to 60% of overall grade.

The assessment question:- Identify rugby coaching strategies and reflect on your own coaching performance.

It is essential for the students to provide evidence of learning and developing across the module. They must include the key coaching principles, roles and

responsibilities. Also, highlight session planning, organisation, different teaching and coaching strategies. As well as showing how to adapt sessions for different ages and abilities..

The evaluation section will have students identifying their strengths, weaknesses and the impact they had on their participants, themselves as coaches and the session fluidity and effectiveness. Specific examples from their own coaching practice and using a reflective cycle like Gibbs (1988) will increase the quality of their critical analysis and reflection. Therefore the written assignment will provide evidence of their knowledge, how to apply the evidence into practice by reflecting on real-life examples which will allow discussions regarding improvements for future practice. This will produce a first class grade.

According to Race (2009), assessment drives learning as students devote everything to tasks that count towards their final goal. This is a major factor for including a summative practical session half way through the course and then linking this to the final written assessment. Throughout this course the students will be reminded that everything they do has a purpose and will benefit them towards achieving that final grade.

The summative written assignment requires harvard referencing and should include at least two sources from the reading list. There is no limit of sources to support the piece but a minimum of 8 references is mandatory. On completion of the written assignment the document should be uploaded onto the Moodle page under Rugby Coaching, Level 4 full time, assessment 2.

Skills and Knowledge

The programme is designed to provide students with a blend of subject-specific knowledge, applied coaching skills, and wider transferable skills that are essential for future employment within sport but also covers a vast amount of other sectors. The curriculum is designed to produce instant and effective application of knowledge into practice ensuring development in the skills required.

The curriculum utilises theoretical models such as Kolb's (1984) experiential learning cycle, which allows learners to progress through concrete experience, reflective observations, abstract conceptualisation, and active experimentation. The practical delivery will actively get students to experiment and challenge their understanding, while critically evaluating their coaching decisions both during and after sessions, supporting learning and continuous improvement.

The curriculum progressively applies coaching knowledge. Early weeks focus on observation and understanding of coaching from more knowledgeable others, allowing students to build a foundation and the fundamentals skills before moving into guided and then independent coaching. This scaffolding approach aligns with the developmental needs of Level 4 learners, by gradually increasing complexity and responsibility, students are better prepared to meet both academic and occupational demands.

Practical coaching skills are a critical focus and are developed through structured opportunities such as group coaching, micro-teaching, and delivering sessions within different environments. Students learn how to plan, organise, and deliver effective coaching sessions, while also developing key techniques such as communication, demonstration, and feedback. The inclusion of the Welsh Rugby Union coaching qualifications provides an additional authenticity and industry alignment, ensuring that students meet recognised professional standards. This combination significantly enhances employability by including academic learning with externally validated qualifications.

Students are required to modify sessions based on participant needs, ability levels, and other factors, promoting an understanding of inclusive coaching. Knowledge of safeguarding, ethical practice, and professionalism is embedded throughout, ensuring that students are prepared to operate responsibly within any coaching environment.

Wider transferable skills, which are essential for graduate employability are developed through practical delivery, group discussions, and peer feedback activities, enabling students to confidently interact with participants, other students and lectures. Teamwork is implemented through paired tasks and group coaching sessions, encouraging students to share ideas and problem solve as a group.

Another transferable skill developed is Leadership. Students are given responsibility for planning and leading coaching sessions, which enhances their confidence, decision-making, and organisation skills. These experiences mirror real-world coaching contexts and prepare students for leadership roles within any employment.

Students are encouraged to analyse coaching performances, evaluate effectiveness, and make adaptations. This links to the written assignment, where learners must apply theory to practice and demonstrate reflective evaluation. The use of reflective models such as Gibbs (1988) supports structured reflection, enabling students to identify strengths, weaknesses, and areas for development.

To conclude, the curriculum demonstrates a balanced approach to skills and knowledge development. By integrating subject-specific learning with transferable skill development, and aligning both with industry standards. Graduates leave with proficiency required to progress within rugby coaching pathways or broader careers in sport, education, and related fields.

Recommended Reading List

1. Cushion, C. (2013) Sports Coaching. Google Books. Google. Available at: https://books.google.co.uk/books/about/Sports_Coaching.html?id=gBPF-xrw8VEC&redir_esc=y (Accessed: 21 April 2026).

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Conclusion

This Level 4 HE Rugby Coaching curriculum presents purposeful and concurrent qualifications to both the academic expectations of higher education and the applied demands of the modern coaching setup. Designed specifically for first-year undergraduate students transitioning from Level 3 study, the module bridges the gap between further and higher education by combining structured theory with consistent practical opportunities. This alignment ensures that students are not only introduced to key academic concepts, but are also given continuous chances to apply, reflect and develop their coaching practice in a realistic environment.

Benefits of this curriculum design includes increased participation, retention and collaborative learning. Balanced approach for students which supports and guides them on their way to higher WRU qualifications, while simultaneously progressing towards a degree.

The use of progressive scaffolding from observation to guided coaching and ultimately independent delivery develops students confidence and competence over time. The inclusion of established learning theories, such as experiential learning, constructivism, and reflective practice, provides a strong pedagogical foundation, while the balance with behaviourist approaches ensures that technical skill acquisition is not overlooked (Nickerson, 2024); (Pakpahan and Saragih, 2022); (Reece & Walker, 2000). This blended approach reflects the complexity of coaching, requiring adaptability rather than reliance on a single methodology.

The curriculum is aligned with industry expectations. Embedding WRU coaching qualifications within the module enhances its purpose and significantly strengthens employability outcomes. Students graduate not only with academic knowledge, but with recognised professional qualifications and practical experience, positioning them effectively within both grassroots and performance pathways.

Assessment strategies further reinforce this alignment. By combining formative feedback opportunities with summative practical and written assessments, the

module ensures that learning is continuous, applied, and meaningful. The link between the coaching assessment at week 5 and the final reflective assignment is effective in encouraging students to critically engage with their own development. This promotes deeper learning and supports the transition towards independent learners (Black and Wiliam, 1998); (Race, 2009).

In addition, the curriculum demonstrates a strong commitment to professional standards, inclusivity, and ethical practice. Safeguarding, equality, and the promotion of Welsh culture are embedded throughout, ensuring that students are prepared to coach responsibly and professionally within diverse coaching contexts. The emphasis on transferable skills such as communication, leadership, and critical thinking, further enhances the value of the programme beyond rugby coaching alone (GOV.WALES, 2025); (QAA, 2019); (Welsh Rugby Union, 2026); (World Rugby, 2026).

In summary, this curriculum offers a structured, relevant, and forward thinking approach to rugby coaching education at Level 4. It integrates theory, practice, and professional development within a supportive learning environment. As a result, students are equipped not only to succeed within the module, but to progress confidently into higher levels of study, coaching qualifications, and employment within the sport and wider sectors.

Total Word count - 4,734

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Appendices

Lesson Plan 1

Topic: Rugby Coaching		**Class: UWTSD, Carmarthen.**
Date: 28/09/26	**Length of lesson: 2 hour (9.30-11.30)**	**Number of students: 20**
Resources required: **Classroom and Electronic device / Pen and paper**		
Aim of Lesson **Introduction to the module** **Apply clear guidelines and structure of the programme** **Identify students current Knowledge of rugby coaching**		
Learning Outcomes – The Learners Should Be Able To: **(Remember) - Identify Autocratic, Democratic and Laissez fair coaching styles** **(Apply) - Presentation - Lecturer + Research task / Group work - Discussion** **(Analyse) - Analyse every students current knowledge of rugby coaching** **(Evaluate) - Question and answer + quiz to test their knowledge** **(Create) - Apply a coaching session in the afternoon and reflect on this session.**		
Previous student knowledge required for the session: **Coaching background and Level 1/2/3/4 WRU coaching badges would greatly benefit, however there is no limit of knowledge at this starting point.**		
Anticipated difficulties (if applicable): **Wifi** **Laptops / Technology** **Trigger warnings**		

Professional Standards (where are these being met within the session)

In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by being enthusiastic and engaging through my body language and tone of voice in the delivery.

Value and promote diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to speak in the question and answer.

Understand the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying a few Welsh words in the presentation / lecture. e.g. 'Shwmae", "Diolch"

Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views.

Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduction to the curriculum Students-introductions (Name/Age/Background…) Ice breakers- (What fruit best describes them / 2 truth and a lie…)	- Lecture - Group work	**25 min**
Development	Entry level / Initial Lecture the structure of the module Identify what's ahead (2 assessments etc) Apply the deadlines to assessments Show how the 10 weeks are planned out.	- Lecture, - Q&A 10mins	**80 min**
	Research task (group / paired) - find the definitions of Autocratic, Democratic and Laissez faire coaching styles. Discuss the findings Students think of any coaches that have influenced them / why are they on this course / why coaching?	- Paired work, - Group work. - Q&A - Discussions 25mins	
	Break - 10 mins		
	Kahoot quiz - testing their current knowledge of coaching. Come back to the same quiz in week 10.	- Quiz 10 mins	
	Look at professional examples like (Sean Edwards, Eddie Jones and Rassie Erasmus etc) How do they coach, what can the students pick up.	- Lecture - Paired work 25 mins	

Plenary/conclusion	Highlight the afternoon session. Identify some key aspects for them to observe. Conclude the session with a Q&A to challenge their knowledge.	- Q&A - Discussion	**15 min**

Assessment Strategies: when and how are they included within the lesson?
Formative - Question and Answer - During the course of learning, assessing the knowledge and learning of students. **Formative - Quiz**

Informal reflection (to be completed after the session)

Lesson Plan 2

Topic: Rugby Coaching		**Class: UWTSD, Carmarthen 3g.**
Date: 02/11/26	**Length of lesson: 2 hour (13.00-15.00)**	**Number of students: 18**

Resources required:
Pen, paper, electronic device, whistle, stopwatch, cones, bibs, boots

Aim of Lesson

- **Identify students personal Game Model in practice**
- **Applying Adaptations to coaching session**

Learning Outcomes – The Learners Should Be Able To:

(Remember) - Identify and apply different coaching strategies and theories to practice

(Apply) - Individual coaching (practical)

(Analyse) - Analyse students performances - Observations and Q&A

(Evaluate) - Preparation for WRU course and develop from micro-teaching session

(Create) - Reflection, what could be done different, what went well - discussion/debates/Q&A

Previous student knowledge required for the session:

Being on the course for the past 5 weeks is required. However, C
Having coaching experience and Level 1/2/3/4 WRU coaching badges would greatly benefit.

Anticipated difficulties (if applicable):

Wifi
Laptops / Technology
Trigger warnings

Professional Standards (where are these being met within the session)

In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by being enthusiastic and engaging through my body language and tone of voice in the delivery.

Value and promote diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to speak in the question and answer.

Understand the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying a few Welsh words in the presentation / lecture. e.g. 'Shwmae", "Diolch"

Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views.

Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduction to the session Apply the structure for the afternoon Set participants into pairs 10 minutes each coaching different styles and theories. (Develop from the micro teaching session, add what was advised)	- Lecture - Pair work	**10 min**
Development	Pair Task Students have 5 minutes for their session 3 minute setting up 2 minute hand over / water break Lecture give concurrent feedback Highlight good practice	- Practical coaching session	**100 min**
Plenary/conclusion	Give students suggestions/feedforward for next week's sessions. Conclude the session. Give insight into next week's session.	- Lecture - Q&A	**10 min**

Assessment Strategies: when and how are they included within the lesson?
Formative - Question and Answer - During the course of learning, assessing the knowledge and learning of students.

Informal reflection (to be completed after the session)

Lesson Plan 1 - Additional resources

(Google slides - Presentation)

Rugby Coaching

Introduction to the Module

Aims and Objectives

Aim of Lesson:

- Introduction to the module
- Apply clear guidelines and structure of the programme
- Identify students current Knowledge of rugby coaching

Objectives:

- Identify key components of the course, including assessment methods and WRU expectations.
- Demonstrate knowledge of basic coaching roles and responsibilities.
- Complete an initial knowledge check to assess entry-level understanding.

Structure

Length of lesson: 2 hour (9.30-11.30) Theory

: 2 hour (13.00-15.00) Practical

Essential resources required for the module:

- Electronic device
- Pen and paper
- Whistle
- Stopwatch
- Boots / Trainers

Icebreakers

Who are you? Sell yourselves! (Name/Age/Background...)

What fruit best describes you?

Groups of 4 - Game - 2 truth and a lie

Student Timetable

Week	Time	Monday	Tuesday	Wednesday	Thursday	Friday
28/09/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
05/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
12/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
19/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
26/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
02/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
09/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
16/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
23/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
30/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		

Lectures Timetable

Week	Date (Monday)	Time	Theory	Practical	Focus
1	*28/09/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Observation
2	*05/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Observation
3	*12/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Guided Coaching
4	*19/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Guided Coaching
5	*26/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Independent Coaching
6	*02/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Adaptations
7	*09/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Adaptations / Independent Coaching
8	*16/11/26*	**9.30 - 15.00**	N/A	N/A	Assessment
9	*23/11/26*	**9.30 - 15.00**	N/A	N/A	Assessment
10	*30/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Support & Reflection

Assessment Schedule

Module	Element	Submission Date	Results Return Date
Rugby Coaching	WRU Level 1/2/3/4 course	Day 1 - 16/11/26	30/11/26
		Day 2 - 23/11/26	
Rugby Coaching	Practical Session (micro teach)	26/10/26	N/A
Rugby Coaching	Written Assignment	07/12/26 (23.59)	25/01/27

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Introduction to the Module

Click to add subtitle

Research task

In groups or pairs -

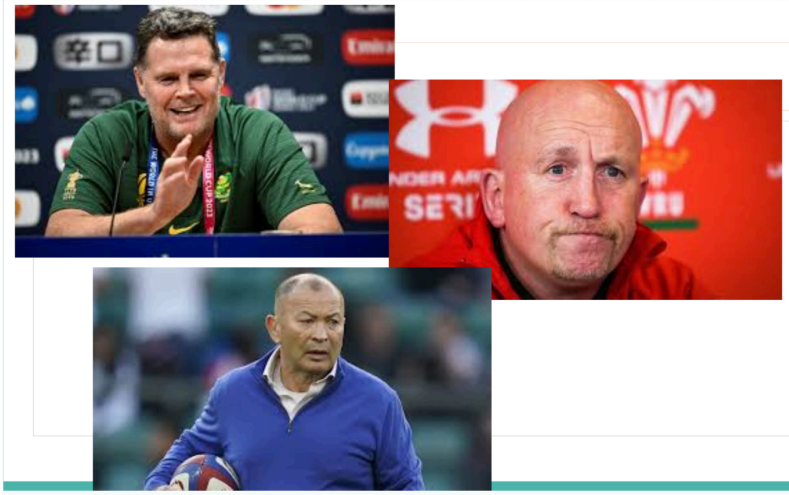
Find the definitions of **Autocratic**, **Democratic** and **Laissez faire** coaching styles.

- Discuss the findings.
- Feedback to Class.

Think of any coaches that have influenced you.

Break

(10 mins)



Any questions?

Afternoon session

- Meet at Paddock 3g pitch at 13.00.
- Any problems message on Teams.

Practical

- Fun session
- Students get to be coached by the lecture

Look for traits of Coaching

- Equipment / Clothing / Body language / Voice(Tone).

Q&A

What are the 3 coaching styles?

What Equipment is a requirement for this course?

What is a coaching theory?

What coaching style is Shaun Edwards and Rassie Erasmus

What time should we meet at the paddock (3g)?

Lectures Timetable

Week	Date (Monday)	Time	Theory	Practical	Focus
1	*28/09/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Observation
2	*05/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Observation
3	*12/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Guided Coaching
4	*19/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Guided Coaching
5	*26/10/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Independent Coaching
6	*02/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Adaptations
7	*09/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Knowledge & Adaptations / Independent Coaching
8	*16/11/26*	**9.30 - 15.00**	N/A	N/A	Assessment
9	*23/11/26*	**9.30 - 15.00**	N/A	N/A	Assessment
10	*30/11/26*	**9.30 - 15.00**	9.30 - 11.30	13.00 - 15.00	Support & Reflection

Assessment Schedule

Module	Element	Submission Date	Results Return Date
Rugby Coaching	WRU Level 1/2/3/4 course	Day 1 - 16/11/26	30/11/26
		Day 2 - 23/11/26	
Rugby Coaching	Practical Session (micro teach)	26/10/26	N/A
Rugby Coaching	Written Assignment	07/12/26 (23.59)	25/01/27

The assessment question:- Identify rugby coaching strategies and reflect on your own coaching performance.

Example guidance for structure:-

- Introduction – Explaining the structure, key areas and what the assignment will cover.
- Main body – Main learnings taken.
- Evaluation – Reflection on their own coaching performance and learnings taken.
- Conclusion – Highlight the main points covered and what they will be doing moving forward.
- Reference list

Students Timetable

Week	Time	Monday	Tuesday	Wednesday	Thursday	Friday
28/09/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
05/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
12/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
19/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
26/10/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
02/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
09/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
16/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
23/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		
30/11/26	9.30 - 15.00	Rugby Coaching		*Game Day*		

Practical assignment Markings

Introduction

- Aims and objectives
- Main topic
- Health and safety

Professional appearance

- Look the part (correct kit)
- Watch, whistle, equipment

Questioning (8-10 Q)

- Ask for their information
- Learning, reflection, knowledge questions

Use of appropriate coaching style

- e.e.Problem solving,

Use an appropriate coaching method

- Whole-part-whole
- Problem solving
- Differentiation

Appropriate feedback

- Work with individual feedback that supports their performance
- Help poor players

Communication

- Clear vocal understanding (whistle or voice)

Organisation and time keeping

- Flowing 30 min session
- Simple planning all through session

- On top always concurrent (live) feedback and terminal (after stop) feedback

Enjoyable
- Fun; people laughing and interested

Activity level
- Appropriate not too hard or easy

Conclusion
- Refer back to aims and objective
- “Thanks for session

Example of the specification:-

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:			
Module:			
Module code:		**Contribution to Overall Module Assessment (%):**	
Lecturer:		**Internal Verifier:**	
Assignment Title:		**Word count (or equivalent):**	
Submission deadline:		**Return date of provisional marks & written feedback:**	

Submission method:	
Academic honesty / referencing:	

Module Learning Outcomes **(from module syllabus)**

Module Learning Outcomes (from module syllabus)

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including	Yes ☒ No ☐

	rephrasing of your own work within specific standards.	
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support,	☐

	writing/proofreading support and creative support.	

[KG1]

Student FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	30	

4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Example grid of the grade boundaries:-

Grade						
	39 or less	40-49	50-59	60-69	70-79	80+
E	X	A	M	P	L	E
T	E	M	P	L	A	TE