



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2019-2020

BSc (Hons) Coaching

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1. Welcome and Introduction to BSc (Hons) Coaching.

Welcome to the BSc (Hons) in Coaching where you will be studying one of two pathways; Outdoor Leadership or Sports Performance and Development. You will have the opportunity to study in both a practical and theoretical setting to enable you to draw strong links between theory and practice. You will have weekly tutorials where you will be able to discuss your development with your personal tutor and identify progression opportunities. With a highly experienced teaching team who are dedicated to supporting you through your programme we hope you enjoy your time studying on the BSc (Hons) Coaching programme.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

1.1. Programme Management

The BSc Coaching is led and overseen by the HE lead for Sport & Adventure and Higher Education Academic Co-ordinator Ben Roper. Section Head for this programme is Lynn Squire. Module leaders for this programme are Mike George, David Gould, Paul Hooper, Dr Roger Hopper and Ben Roper

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Your personal tutor is Mike George. Mike has been working in education, both Further and Higher, for ten years and has his Masters in Health & Exercise Science with a post graduate qualification in teaching.

Further information about the tutoring role can be found by following this link to the [University personal tutoring](#) policy.

1.3. Module Leaders

Mike George – Mike is the module leader for Research Project and Reflection on Practice. He was formerly the HE Sport Programme Leader at Bath College working alongside first Bath University and then the University of Gloucestershire. He has been teaching the last 9 years specialising in Research and Nutrition, with a MSc in Health and Exercise Science.

David Gould – David is the module leader for Applied Psychology in Sport Psychology. He has been teaching in FE and HE for over 25 years and has a wealth of knowledge and experience in the fields of Psychology, Sociology and Sports Development. David teaches on the FdSc Sport & Exercise, FdSc Adventure Leadership and is the tutor for Level 3 Sports Development Coaching & Fitness extended diploma.

Paul Hooper – Paul is the module leader for Contemporary Issues in Sport. Paul has a keen interest a number of sociological areas and has a broad range of subject areas such as health and fitness and sports therapy. Paul teaches on the FdSc Sport & Exercise and leads the Level 3 Sports Science extended diploma programme at the college

Dr Roger Hopper – Roger is an external lecturer who works at UCSD through his involvement with Heatree activity centre. Roger is the module leader for Dynamic of Risk and Experiential Leadership modules. Roger has a Postgraduate Doctorate in Geotechnical Engineering and a PGCE in Outdoor Education. Roger brings a vast area of knowledge to both the BSc Coaching programme and the FdSc Adventure Leadership. In addition to this role Roger is the Outdoor Education Manager for Heatree.

Ben Roper – Ben is the module leader for Applied Performance Coaching and Sports Development, Policy and Planning. Alongside his teaching Ben has worked in the field as a Sports Development Officer and as a regional and national team coach for Basketball England, running a number of clubs in the region.

1.4. Course Contact List

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme please contact Ben Roper on benroper@southdevon.ac.uk

If you would like to discuss your pastoral needs please contact your personal tutor Mike George on mikegeorge@southdevon.ac.uk

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

2. Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	South Devon College
Accrediting Body:	N/A
Language of Study:	English ¹
Mode of Study:	Full Time ² and Part Time
Final Award:	BSc (Hons)
Intermediate Award:	BSc
Programme Title:	Coaching (Sports Performance and Development) / Coaching (Outdoor Leadership)
UCAS Code:	3DOW
JACS Code:	C600
Benchmarks:	Hospitality, Leisure, Sport and Tourism ³
Date of Programme Approval:	July 2014

Brief Description of the Programme

The following is the definitive, approved description of this programme that both clarifies this programme's position within South Devon College and Plymouth University's respective portfolios and provides material that may be directly used for promotion of the programme (approx.. 200-250 words):

The BSc (Hons) Coaching is designed for those with a background and experience in coaching and leadership. The course is intended to further develop students' knowledge, understanding and practical experience within a chosen field. There is a particular emphasis on sport, outdoor adventure and yachting with a choice of two pathways available. One pathway focusses on sport performance and development and the other on outdoor adventure and yachting. The programme offers students the opportunity for integrated study of the theory and practice of coaching in a sport, or outdoor specific environment. The qualification is designed for those aspiring to work in the sports or outdoor (land-based or water-based) industry, as a teacher, instructor or coach, or for those wishing to develop advanced coaching and leadership practice.

¹ Unless otherwise approved through Plymouth University's Academic Developments Committee

² Full time/part time/distance learning etc.

³ All award types should refer to QAA Subject Benchmark(s), but for Fd level or below this should be preceded by "informed by ...". Fd level qualifications should also cite Foundation Degree Qualification Benchmark (FDQB)

Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)

N/A

Programme Aims

The programme will deliver:⁴

1. Provide a coherent programme of study which facilitates the academic and professional development of students, is relevant to the needs of employers and lays the foundations for a successful career.
2. Develop critical thinking practitioners to enable them to respond in a reflective, flexible and adaptable manner within professional contexts.
3. Develop the students' ability to integrate skills and knowledge throughout the programme and apply these to independent research.
4. Provide an environment that fosters students' skills to continue lifelong learning and reflection.
5. Provide a comprehensive understanding of performance coaching within chosen sporting environments.
6. Develop critical thinking on policy and development within the sport, outdoor and yacht environment.

Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:⁵

1. Demonstrate a comprehensive and detailed knowledge of coaching in a sport, outdoor or yacht environment.

⁴ Recommended: 5-7 number-bulleted

2. Plan, undertake and evaluate a negotiated, self-managed major project related to an area of study within the field of sport, outdoor or yacht.
3. Demonstrate a detailed understanding of how contemporary practice promotes self-development in different sport, outdoor and yacht environments.
4. Develops and applies techniques and processes in performance and coaching to enhance the development of personal coaching skill.
5. Demonstrate confidence and flexibility in identifying and defining complex problem in a sport, outdoor or yacht environment.

Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:⁵

The BSc (Hons) Coaching is a unique programme where students will enhance their knowledge and understanding, whilst developing the practical application of coaching in a sport, outdoor or yachting environment. The programme offers students the choice of two specialised pathways; Outdoor Leadership, or Sports Performance and Development. Each pathway provides a fresh perspective on the needs of the industries, and both are taught by a highly qualified and experienced staff team. Whilst studying on this programme you will be part of a small cohort of students to ensure a personalised approach, and access to specialised tutors to support you. Throughout the programme of study there is the opportunity to gain National Governing Body qualifications as well as developing essential employability skills.

Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur, and staffing and resource planning:

Approximate minimum student numbers per stage = 12

Target student numbers per stage = 12

Approximate maximum student numbers per stage = 24

Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach

⁵ Recommended: to bullet these to ease promotional use

employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years. Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Upon completion of the BSc (Hons) Coaching students will have the opportunity to apply to a Masters level programme of study in a subject area of coaching, outdoor leadership, performance development.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

3. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 4 and 5 - Completion of a foundation degree	Completion of an appropriate foundation degree in sport, outdoor or yacht subjects.
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs at Level 4 or above	Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) English Maths
Level 3: at least one of the following:	
A Levels	48 UCAS points minimum
BTEC National Certificate/Diploma	Diploma/Certificate in a related subject area. 48 UCAS points minimum.
Advanced Level Diploma	Pass minimum
HNC/D	Pass minimum
VDA: AGNVQ, AVCE, AVS	Pass minimum at Level 3

Access to HE or Year 0 provision	48 UCAS points
International Baccalaureate	24 Points
Irish/Scottish Highers/Advanced Highers	48 points minimum from Higher Certificate
Work Experience:	Knowledge of the industry
Other non-standard awards or experiences:	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
APEL / APCL⁶ possibilities:	Considered on individual merit Some modules may be more applicable than others
Interview / Portfolio requirements:	Interview may be employed No Portfolio required
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No DBS not required

Academic Standards and Quality Enhancement

The Programme Leader and their Programme Committee will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards. This process may be refined over time, yet is constant in its focus on the production, maintenance and use of a programme level Action Plan, which is an auditable document for Plymouth University's standards and quality assurance responsibilities.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): the following modules are parented by other programmes, as detailed, and therefore covered by the respective external examiners: ⁷Mark Piekarz

Additional stakeholders specific to this programme: None ⁸

⁶ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

⁷ Enter: "all modules are parented by this programme and therefore covered by this programme's external examiner" or "the following modules are parented by other programmes, as detailed, and therefore covered by the respective external examiners [then add details]"

⁸ i.e. students, graduates, employers, academic communities etc

Programme Structure

The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.

FHEQ Level: 6 For: BSc (Hons) Coaching (Sports Performance and Development)				
F/T Route Year⁹	P/T Route Year⁹ <small>Error! Bookmark not defined.</small>	Core or Option Module¹⁰	Credits¹¹	Module¹²
1	2	Core	40	SOUD3021 Research Project
1	1	Core	20	SOUD3047 Applied Performance Coaching
1	2	Option choice B	20	SOUD3048 Contemporary Issues in Sport
1	1	Option choice B	20	SOUD3049 Applied Psychology for Sports Performance
1	1	Option choice B	20	SOUD3050 Sports Development, Policy and Planning

FHEQ Level: 6 For: BSc (Hons) Coaching (Outdoor Leadership)				
F/T Route Year¹³	P/T Route Year¹³ <small>Error! Bookmark not defined.</small>	Core or Option Module¹⁴	Credits¹⁵	Module¹⁶
1	2	Core	40	SOUD3021 Research Project
1	1	Core	20	SOUD3047 Applied Performance Coaching
1	2	Option choice A	20	SOUD3051 The Dynamic of Risk

⁹ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁰ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹¹ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹² Enter: the module code and its title

¹³ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁴ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹⁵ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹⁶ Enter: the module code and its title

1	1	Option choice A	20	SOUND3052 Reflection on Practice and Development
1	1	Option choice A	20	SOUND3053 Experiential Leadership

The provided table includes only a single line. This will need replicating to suit the number of modules (core and option) included in this programme's structure. To do this: highlight the un-shaded row above → right-click → 'copy' → select the line immediately below the table → right-click → 'paste – keep original formatting'

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

PLEASE REFER TO THE APPENDICES FOR NUMBERS

Level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):¹⁷ 1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30¹⁸</p>	<p>Primary: Tutorials, Lectures, Guided Independent Study, Practical</p>	1,2,3,4,5,6	1,2,3,4,5	<ul style="list-style-type: none"> ○ Pitches / Debate ○ Posters and Presentations ○ Subject based presentations ○ Seminar discussions ○ Reports 	SOUND3021 SOUND3047 SOUND3053 SOUND3052 SOUND3051 SOUND3049 SOUND3048 SOUND3050

¹⁷ Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

¹⁸ Insert benchmark(s) statement reference

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30</p>	<p>¹⁹ Secondary/Supplementary: Moodle, Independent Study</p>	<p>²⁰</p>	<p>²⁰</p>	<ul style="list-style-type: none"> ○ Projects ○ Essays ○ Book reviews / critiques ○ Outdoor and off site learning experiences <p>²¹</p>	<p>²²</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: As per the teaching and learning strategy / methods and range of assessments as stated above.</p>					
<p>Cognitive and Intellectual Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): 2,3,6,7,9,11,15,16,18,20,21,22,23,24,25,26,27,28,29,30</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 2,3,6,7,9,11,15,16,18,20,21,22,23,24,25,26,27,28,29,30</p>	<p>Primary: Tutorials, Lectures, Guided Independent Study, Practical</p> <p>Secondary/Supplementary: Moodle, Independent Study</p>	<p>1,2,3,4,5,6</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> ○ Pitches / Debate ○ Posters and Presentations ○ Subject based presentations ○ Seminar discussions ○ Reports ○ Projects ○ Essays ○ Book reviews / critiques ○ Outdoor and off site learning experiences 	<p>SOUND3021 SOUND3047 SOUND3053 SOUND3052 SOUND3051 SOUND3049 SOUND3048 SOUND3050</p>

¹⁹ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

²⁰ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²¹ List the range of assessments most relevant to test these

²² Insert the module code(s) that relate to these attributes/skills

An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: As per the teaching and learning strategy / methods and range of assessments as stated above.					
<p>Key Transferable Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): 3,4,5,8,9,10,12,13,14,15,16,18,20,25,28,29</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 3,4,5,8,9,10,12,13,14,15,16,18,20,25,28,29</p>	<p>Primary: Tutorials, Lectures, Guided Independent Study, Practical Secondary/Supplementary: Moodle, Independent Study</p>	1,2,3,4,5,6	1,2,3,4,5	<ul style="list-style-type: none"> ○ Pitches / Debate ○ Posters and Presentations ○ Subject based presentations ○ Seminar discussions ○ Reports ○ Projects ○ Essays ○ Book reviews / critiques ○ Outdoor and off site learning experiences <p>1,2,3,4,5</p>	SOUD3021 SOUD3047 SOUD3053 SOUD3052 SOUD3051 SOUD3049 SOUD3048 SOUD3050
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: As per the teaching and learning strategy / methods and range of assessments as stated above.					
<p>Employment Related Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): 3,4,5,8,9,10,12,13,17,18,19,20,21,22,23</p>		1,2,3,4,5,6	1,2,3,4,5	<ul style="list-style-type: none"> ○ Pitches / Debate ○ Posters and Presentations ○ Subject based presentations ○ Seminar discussions ○ Reports ○ Projects ○ Essays ○ Book reviews / critiques ○ Outdoor and off site learning experiences 	SOUD3021 SOUD3047 SOUD3053 SOUD3052 SOUD3051 SOUD3049 SOUD3048 SOUD3050

By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 3,4,5,8,9,10,12,13,17,18,19,20,21,22,23	Primary: Tutorials, Lectures, Guided Independent Study, Practical Secondary/Supplementary: Moodle, Independent Study				
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: As per the teaching and learning strategy / methods and range of assessments as stated above.					
Practical Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): 1,2,8,9,10,11,12,13,14,19,20,21,22,23	Tutorials, Lectures, Guided Independent Study, Practical	1,2,3,4,5,6	1,2,3,4,5	<ul style="list-style-type: none"> ○ Subject based presentations ○ Seminar discussions ○ Reports ○ Projects ○ Essays ○ Outdoor and off site learning experiences 	SOUD3021 SOUD3047 SOUD3053 SOUD3052 SOUD3051 SOUD3049 SOUD3048 SOUD3050
By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 1,2,8,9,10,11,12,13,14,19,20,21,22,23					
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: As per the teaching and learning strategy / methods and range of assessments as stated above.					

Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)

Performance Coaching – Practical ²³	On and Offsite, during module delivery and self-study ²⁴	1,2,3,4,5, 6 ²⁵	1,2,3,4,5 ²⁵	Outdoor and off site learning experiences ²⁶	SOUD3047 ²⁷
An exposition to explain this map: Click here to enter text.					

Appendix:

No	Statement	Knowledge/ Understanding	Cognitive and Intellectual skills	Key Transferrable	Employment Related Skills	Practical Skills	Modules
1	research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems	x				x	Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
2	critically assess and evaluate evidence in the context of research methodologies and data sources	x	x			X	Research Project
3	critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted	x	x	x	X		Research Project Performance Coaching
4	describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context	x		x	X		Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance

²³ Insert a title and brief description

²⁴ i.e. where, how, when

²⁵ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²⁶ List the range of assessments most relevant

²⁷ Insert the module code(s) that will assess based on this activity

							Sports Development, Policy and Planning Contemporary Issues in Sport
5	plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data	x		X	x		Research Project
6	apply knowledge to the solution of familiar and unfamiliar problems	x	x				Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
7	develop a sustained reasoned argument, perhaps challenging previously held assumptions	x	x				Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
8	work effectively independently and with others			x	x	X	Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
9	take and demonstrate responsibility for their own learning and continuing personal and professional development	x	x	x	x	X	Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
10	self-appraise and reflect on practice	x		x	x	X	Research Project Performance Coaching Reflection on Practice and Development
11	plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills	x	x	x		X	Research Project Performance Coaching
12	recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct	x			x	X	Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning

							Contemporary Issues in Sport
13	undertake fieldwork with continuous regard for safety and risk assessment	x		x	x	x	Research Project Performance Coaching
14	demonstrate effective communication and presentation skills	x		x		x	Research Project Performance Coaching Experiential Leadership Reflection on Practice and Development The Dynamic of Risk Applied Psychology for Sports Performance Sports Development, Policy and Planning Contemporary Issues in Sport
15	demonstrate an understanding of the philosophical basis of scientific paradigms	x	x	x			Research Project Reflection on Practice and Development The Dynamic of Risk Contemporary Issues in Sport
16	demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies	x	x	x			Research Project
17	making effective use of knowledge and understanding of the disciplines underpinning human structure and function	x			x		Research Project Performance Coaching
18	appraising and evaluating the effects of sport and exercise intervention on the participant	x	x	x	x		Research Project Performance Coaching Applied Psychology for Sports Performance
19	showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise	x			x	x	Research Project Performance Coaching Applied Psychology for Sports Performance Reflection on Practice and Development Experiential Leadership
20	providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.	x	x	x	x	x	Research Project Performance Coaching Applied Psychology for Sports Performance Experiential Leadership Reflection on Practice and Development
21	monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport	x	x		x	x	Research Project Performance Coaching Applied Psychology for Sports Performance
22	showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings	x	x		x	x	Research Project Performance Coaching Applied Psychology for Sports Performance
23	displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.	x	x		x	x	Research Project Performance Coaching Applied Psychology for Sports Performance Dynamic of Risk Reflection on Practice and Development Experiential Leadership

24	displaying an awareness of current government policy on disease prevention and the relevance of exercise	x					Sports Development, Policy and Planning Contemporary Issues in Sport
25	displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these	x	x	X			Sports Development, Policy and Planning Dynamic of Risk Reflection on Practice and Development
26	employing social, economic and political theory to explain the development and differentiation of sport throughout society	x	x				Sports Development, Policy and Planning Dynamic of Risk
27	demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.	x	X				Sports Development, Policy and Planning Experiential Leadership
28	understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events	x	x	X			Sports Development, Policy and Planning Contemporary Issues in Sport Dynamic of Risk
29	employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities	X	X	X			Sports Development, Policy and Planning Reflection on Practice and Development
30	demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.	x	X				Sports Development, Policy and Planning Dynamic of Risk Reflection on Practice and Development

4. Module Records

SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3021	MODULE TITLE: Research Project
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CREDITS: 40	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: YES
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SHORT MODULE DESCRIPTOR:

Students will critically examine a variety of approaches and methods of data collection and consider the ethical issues involved in carrying out investigations relating to coaching and leadership. It provides students with the opportunity to design an investigation centred on coaching and leadership, carry out a sustained and rigorous piece of work, and analyse and discuss their findings through a written study and oral presentation. There will be the opportunity for a formative presentation prior to the submission of the written study.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons)
Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

MODULE AIMS:

Understand the nature of recent research in the sport/adventure area and the problematic. Critically examine various research methods and choose appropriate one/s for their study. Design a research project of their own, produce a rationale and a draft proposal and undertake a comprehensive literature review. Carry out their project using ethical methods to collect and present data. Analyse, synthesise and present their findings fluently and logically by evaluating and reporting on their research project.

ASSESSED LEARNING OUTCOMES:

At the end of the module the student will be expected to be able to:

1. Demonstrate comprehensive knowledge and understanding of a range of research methods.
2. Display understanding and critically reflect on the contribution of research to policy and practice in sport/adventure.
3. Demonstrate enhanced skills in research design based on ethical principles.
4. Use skills linked to empirical data collection, critical analysis techniques, and in the presentation of research findings.

DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE:	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Mike George	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT: Approaches to research; Library skills for a comprehensive literature search; Methods of data collection (observation, interviews, questionnaires, etc.); Ethical considerations whilst involved in the process of research and producing an ethics protocol; Planning and designing a research project; Carrying out a project (involving data collection under supervision by a tutor); Data analysis and interpretation; Writing up a research project, using appropriate conventions.</p>

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars	90	3 hours for 30 weeks
Guided distance learning activities	70	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	240	Guided reading and self-directed study
Total	400	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Research Project	80%	A word processed report of 7,000 words on the individually chosen topic for the research project. [LO1 / LO3 / LO4] Presentation of research (equivalent to 1000 words) [LO2]
		Dissemination	20%	
			100%	

Updated by: Mike George Date: 23/05/19	Approved by:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUD3047	MODULE TITLE:	Applied Performance Coaching
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CREDITS: 20	FHEQ Level: 6	JACS CODE: 3D0W
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module will provide students with a greater understanding of the concept of coaching with a key focus on the coaching process. A critical approach is taken to look at current research and practice to broaden understanding of performance coaching. The module will investigate the need for high performance coaches and the strategies they adopt.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	%100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BSc (Hons) Coaching

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 Provide coaches with a greater understanding of the principles involved in effective planning and practice within the complexity of the coaching process. Providing the students with an opportunity to examine conceptual models of the coaching process, and examining the cognitive expertise required to affect the process. The module will also give the coaches an opportunity to develop their capacity to use and critically appraise the application of technology in analysing elite performance.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:

1. Plan and critically analyse a yearly programme for an individual/team.
2. Critically analyse a chosen coaching process model informed by current research.
3. Examine the effectiveness of coaching against agreed objectives.
4. Select, implement & critically evaluate a performance analysis tool in a chosen coaching environment.

DATE OF APPROVAL:	07/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	03/2017	TERM/SEMESTER:	Semester 1

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019/2020	NATIONAL COST CENTRE: 108
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MODULE LEADER: Ben Roper	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

Planning the Coaching Process: Provide coaches with a greater understanding of the principles involved in effective planning and practice within the complexity of the coaching process.

The Coaching Process: Providing an opportunity to examine conceptual models of the coaching process, and examining the cognitive expertise required to affect the process.

Performance Analysis: Provide coaches with an opportunity to develop their capacity to use and critically appraise the application of technology in analysing sports performance.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/Seminars	45	3 hours per week for 15 weeks
Additional Qualifications and Practical Application	30	1 hour per week for 30 weeks
Guided Independent Study	125	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Essay – including yearly plan	50%	LO2 and LO3. Critically analyse the coaching process model, based on empirical research and existing models. Examine the effectiveness of a coaching, using a case study, against agreed objectives.
		Essay and case study	50%	LO1 and LO4 Plan a yearly programme for an individual/team Selection of a performance analysis tool, implement into own practice and critically evaluate.
			Total = 100%	

Updated by: Ben Roper	Date: 28/05/19	Approved by: Lynn Squire	Date: 28/05/19
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3050	MODULE TITLE: Sports Development, Policy and Planning
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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<p>SHORT MODULE DESCRIPTOR: Sports development has become a key focus for policy and planning in the UK. The module is to give students an understanding of how sports development schemes are planned, organised and how Government policy impacts on elements of the sport, exercise and fitness sector, such as schools, local authorities, governing bodies, associations and professionals.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: The module explores some of the models and philosophies that have strengthened and modernised sports development work. The module develops students' understanding of government policy and the organisation of sport. Students will evaluate the planning, resources and issues which affect the management of sports development schemes, including synergies, barriers and funding issues. The vision and content of a selection of key organisations will be studied.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the relationship between government policy and the organisation of sport, exercise and fitness in the UK. 2. Critically analyse sports development philosophies, aims and objectives in both UK and global structures. 3. Review and evaluate the vision and emphasis of sports development agencies organisations and structure in the UK. 4. Evaluate and analyse sports development planning, structure and funding models in the UK. 5. Critically analyse sports development in the role within political, economic, cultural, social and environmental contexts.

DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE:	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Ben Roper	OTHER MODULE STAFF: N/A
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<p>SUMMARY OF MODULE CONTENT:</p> <p>Dichotomies: Influencing concepts: Philosophies: Structures: Stages of Development: Organisations: Political, economic , cultural, environmental and social Influences: Policies and Campaigns: Planning: Funding: Barriers, cultural, social, political, Geographical: Partnerships: Programming issues: Events: Effectiveness: Resources: Sustainability: Impact on, health agendas; social inclusion; educational aims; target groups; participation: Models: Globalisation: Professionalisation: Legitimation:</p>
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SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures	30	2 hours per week for 15 weeks
Seminars/Case Study Reviews/ Tutorials	15	1 hours per week for 15 weeks
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Report	50%	Report - 3000 words (LO2, LO3, LO4)
		Seminar Reviews	50%	2 x 1000 word dissemination (LO1, LO5)
			100%	

<p>Updated by: Ben Roper Date: 28/05/19</p>	<p>Approved by: Lynn Squire Date: 28/05/19</p>
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3049	MODULE TITLE: Applied Psychology for Sports Performance
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: yes
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<p>SHORT MODULE DESCRIPTOR: Applied sport psychology involves extending theory and research into the field to educate coaches, athletes, fitness professionals, and athletic trainers about the psychological aspects of their sport or activity. The primary goal of this module is to enable coaches to facilitate optimal involvement, performance, and enjoyment in sport and exercise. This will involve practical solutions and the application of techniques in sport and exercise environments. Students will develop an overall pragmatic approach to Sport Psychology and the relationship with performance and coaching.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: The aim of this module is to introduce students to a range of techniques that are used by sport and exercise psychologists to develop psychological skills in performer in sport, fitness and exercise environments.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically discuss specific sport psychology theories, concepts and models within performance coaching, physical activity and exercise environments. 2. Critically evaluate the ethics, the role of psychology, its application and its limitations when working with athletes and clients in sport and physical activity environments. 3. Be able to plan psychological skills training programmes using synthesis, analysis and judgement to meet the specific psychological needs of an athlete or client. 4. Apply psychological skills training programmes and implement techniques to influence performance development in both athletes and clients in a range of sports and physical activity environments.
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DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE:	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 104
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MODULE LEADER: David Gould	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT: The module will cover: Theories: Concept; Motivation, Self-Efficacy, Self Esteem, Self-Concept, Concentration and attention, Confidence, Commitment, Mood States, Optimal Performance, Stress and Anxiety, choking: Ethics and guidance; Codes of conduct; Roles, professional standards; Practice. Techniques: Cognitive; Somatic; Imagery and mental rehearsal; Decision making and spatial awareness;; Goal-setting; Self-talk; Affirmations; Progressive muscular relaxation, autogenic training; Psyching up and arousal; associative/dissociative techniques; distraction training Implementing a psychological skills training programme: models e.g. three phase model education, acquisition, practice), Kirshenbaum's (1984) five stage model, Thomas's (1991) seven phase model; methods to assess psychological strengths and weaknesses e.g. use of questionnaires, performance profiling, observation, interviewing; analysis of strengths and Weaknesses; designing a PST programme; evaluating the PST programme. Athlete Development: Motivational climate; Values; Social support; Sportsmanship vs. Gamesmanship; Burnout; Maturation; Motivation and influences towards sustaining sport development or withdrawal.</p>

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures and Practical's/ Guest lectures	30	3 hours per week for 15 weeks
Set papers for Reviews/Seminars/Tutorials	15	1 Hour Per week for 15 Weeks
Guided Independent Study	155	Directed weekly reading, practice, moodle based tasks, and assessment development/revision
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Report	50%	Report - 2000 words (LO1 & LO2)
		Essay	50%	Timed Essay based on case study (LO3 & LO4)
			100%	

Updated by: David Gould Date: 08/05/18	Approved by: Ben Roper Date: 09/05/18
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3048	MODULE TITLE: Contemporary Issues in Sport
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: yes
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<p>SHORT MODULE DESCRIPTOR: This module provides a sociological examination of some key contemporary issues and their impact on wider society. These include health and exercise related topics such as increasing obesity rates and associated intervention strategies; through to more sports specific issues such as social inclusion, gender equality and race.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: The aim of this module is to develop the students understanding of key issues and sociological theories that impact modern sport. Within this, key aspects relating to the development and globalisation of sport will be discussed along with a critical review of sociological theories and concepts. In addition to these fundamental concepts, key modern day contemporary issues within sport and exercise industries will be examined, highlighting their impact both on sport but also society in general. Students will be encouraged to explore their own individual interests.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to: 1. Critically review the development and globalisation of modern sport. 2. Critically analyse the sociological theories and concepts and their application to sport. 3. Critically review the impact of sport in society. 4. Analyse contemporary issues in sport within the UK.</p>

DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE:	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Paul Hooper	OTHER MODULE STAFF: David Gould
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<p>SUMMARY OF MODULE CONTENT: Key Concepts and Terms Including: Functionalism, Marxist Theory, Feminist Perspectives, Social Conflict Theory, Hegemony, Figurational Sociology, Social Psychology, Cultural Studies and Class</p> <p>History and Development of Modern Sport: Pre/Post Industrial Revolution, Rational Recreation, Public Schools, Amateur v Professional Status in Sport, Commercialisation, Private/Public/Voluntary Sector Development.</p> <p>Contemporary Issues in Sport: Race, Gender, Class, Drug Abuse, Globalisation, Commercialisation, Disability, Politics, Violence and Deviance, National and International Perspective, Corruption.</p>

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/ Seminars/ Tutorials	45	3 hours per week for 15 weeks
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Essay	60%	Essay - 2500 words (LO3, LO4)
		Poster	40%	Poster – 1500 words (LO1, LO2)
			100%	

Updated by: Paul Hooper Date: 28/05/19	Approved by: Ben Roper Date: 28/05/19
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3053	MODULE TITLE: Experiential Leadership
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: yes
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<p>SHORT MODULE DESCRIPTOR: Leadership is a highly complex and highly valued commodity, much talked and written about but not truly understood. As a leader in your vocational field you will work towards and understanding of the concept of leadership practice in coaching. Opportunities to demonstrate, evaluate and conceptualise your identity as a leader to develop understanding will be incorporated. Emphasis will be on you to analyse leadership in relation to their self-actualisation in response to the needs of industry.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: To conceptualise theories of leadership and adapt to context of related professional requirements.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Evaluate applied leadership theory in an evidence-based, inquisitive, reflective and critical approach. 2. Critically analyse the concept of leadership and its effect on followers and their perceptions. 3. Critically reflect and appraise the concept of leadership in relation to developing your potential as a leader 4. Evaluate the causality of leadership to practice.
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DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: N/A	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Dr Roger Hopper	OTHER MODULE STAFF:
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SUMMARY OF MODULE CONTENT:
<ul style="list-style-type: none"> • Evaluate and present leadership theories with follower feedback. • Leader and follower centred practical sessions with observer and follower feedback. • Professional leadership criteria and standards. • Leader development plans. • Practical sessions on causality of leadership to practice.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars	45	3 hours a week for 15 weeks
Practical	35	Practical weekly sessions
Guided independent study	120	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Assessment 1	50%	Written Assignment – 2000 words - LO1, LO2,
		Assessment 2	50%	Written Assignment – 2000 words - LO3, LO4
			100%	

Updated by: Dr Roger Hopper Date: 29/05/19	Approved by: Ben Roper Date: 29/05/19
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3052	MODULE TITLE: Reflection on Practice and Development
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: yes
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<p>SHORT MODULE DESCRIPTOR: Reflection is a powerful tool for development and learning. Reflecting on practice and development is used within most industries, especially the outdoor industry and management. Whilst reflection is something we often do quite naturally, we can advance not only our own ability to reflect but that of others as well. This module will take you on a journey from historical to contemporary views on reflective practice in a range of outdoor situations.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: This module aims to facilitate the critical reflection of a number of areas within outdoor leadership. Specific focus will be on the development of outdoor leadership and the wider issues, personal values and philosophies and the facilitation of reflective practice within others.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on the development of outdoor learning, inclusive of policy, values and philosophies. 2. Critically reflect on personal values and philosophies that underpin their outdoor learning. 3. Critically reflect on own ability to facilitate reflective practice as a leader. 4. Create and analyse a development strategy with focus on developing facilitation of reflective practice within others.
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DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE:	TERM: ALL

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Mike George	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT:</p> <ul style="list-style-type: none"> • What is reflective practice and critically reflective practice? Theories of reflective practice with a focus on both the historical and contemporary views. • Development of outdoor learning with focus on specific areas including National Governing Bodies, key figure heads, policy, value and philosophies. • How can we facilitate reflective practice? – current thinking and theories. • Development strategies – how and why?

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars/ tutorials	45	3 hours a week for 15 week
Guided independent study	155	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Essay	75%	LO1. LO2 & LO3 – Critical reflection on personal values, philosophies and leadership (3000 words)
		IT based presentation	25%	LO4 –Policy, Values and Philosophy & Developing facilitation (1000 words pro rata)
			100%	

<p>Updated by: Mike George Date: 23/05/19</p>	<p>Approved by: Date:</p>
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SECTION A: DEFINITIVE MODULE RECORD:

MODULE CODE: SOUD3051	MODULE TITLE: The Dynamic of Risk
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: C600
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: yes
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<p>SHORT MODULE DESCRIPTOR: This module will critically analyse the factors that risk and policy imposes on coaching and leadership. The module will analyse risk philosophies and contextualise them into meaningful education tools which can be employed in a developmental process. This will be achieved by researching the academic material available, discussing the role of risk in outdoor coaching and ensuring that any ethical considerations are considered. Practical elements of the module will involve putting some of the discussions into action, either on the water or whilst participating in land based activities, to enhance understanding.</p>

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL - Group to which module should be linked: BSc (Hons) Coaching

PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT: N/A

<p>MODULE AIMS: This module aims to support student understanding of the concept of risk and its beneficial use in developing a philosophical approach to performance coaching. The social, economic and political perspective will also be considered. Taking a constructive approach to its use in developmental practice and coaching education students will analyse the phenomenon of risk and policy from a rigorous theoretical perspective.</p>

<p>ASSESSED LEARNING OUTCOMES: At the end of the module the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically review and analyse risk theories. 2. Analyse strategies for using risk in the context of educational development and the ethical considerations that arise. 3. Critically analyse risk in the management of an activity centre for yachting or outdoor education. 4. Analyse the development of risk throughout outdoor leadership, inclusive of policy.
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DATE OF APPROVAL: 07/2014	FACULTY/OFFICE: Education
DATE OF IMPLEMENTATION: 09/17	SCHOOL/PARTNER: South Devon College

DATE(S) OF APPROVED CHANGE: N/A	TERM: ALL
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 108
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MODULE LEADER: Dr Roger Hopper	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT:</p> <ul style="list-style-type: none"> • Risk theories, strategies and benefits. • Ethics of risk. • Centre management – risk control and culture. • Leadership and risk. • Law, regulations and risk policies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/Seminars	45	3 hours a week over 15 weeks
Practical	30	1 hours a week for 30 weeks
Guided Independent Study	115	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Assignment 1	50%	Written Assignment – 2000 words - LO1, LO2,
		Assignment 2	50%	
			100%	Written Assignment – 2000 words - LO3, LO4

<p>Updated by: Dr Roger Hopper Date: 29/05/19</p>	<p>Approved by: Ben Roper Date: 29/05/19</p>
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