



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2020-21**

## **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. The module leaders are Mike George, David Gould, 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 master's in health & Exercise Science with a post graduate qualification in teaching.

Further information about tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

## **1.3. Module Leaders**

Mike George – Mike is the module leader for Research Project. 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 10 years specialising in Research and Nutrition, with a MSc in Health and Exercise Science. Mike also teaches on the FdSc Sports Coaching & Fitness, FdSc Adventure Leadership and is the tutor for Level 3 Sports Coaching extended diploma.

David Gould – David is the module leader for Applied Psychology for Sport Performance and Sports Development, Legislation and Issues. 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 Sports Coaching & Fitness and FdSc Adventure Leadership.

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, Experiential Leadership and Global Environmental Impact and Conservation 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 Coaching Practice and Applied Coaching Pedagogy modules. 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 several clubs in the region. He is also currently the South West Regional Talent Manager for Basketball England and the Head of Coaching and Player Development for Plymouth Raiders basketball club.

#### **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](mailto: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](mailto:mikegeorge@southdevon.ac.uk)

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

## 1.5 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise step up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques. For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory Reading

<https://journals.sagepub.com/doi/pdf/10.1260/1747-9541.4.1.93>

[www.ukcoaching.org](http://www.ukcoaching.org)

<https://youtu.be/jtCVTWFiYpC>

## 1.5. COVID19 Programme Planning

Covid 19 programme Planning		
General approach being undertaken	<p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated <a href="#">Covid 19 webpage</a> if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p>	
Programme Teaching and Learning changes being undertaken	<p>Practical delivery will take place in person, outside if possible and in small groups. If this option is not available we be inside in small groups as per NGB regulations or undertaking practical over MS teams video calls.</p>	
Programme Assessment changes being undertaken	N/A	
	Module title and code	Change

## 2. Programme Specification

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

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

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<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Developments Committee

<sup>2</sup> Full time/part time/distance learning etc.

<sup>3</sup> 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)



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:<sup>4</sup>

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:<sup>5</sup>

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

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<sup>4</sup> Recommended: 5-7 number-bulleted

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.<sup>5</sup>

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

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<sup>5</sup> Recommended: to bullet these to ease promotional use

## **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 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:
<b>Level 4 and 5</b> - <b>Completion of a foundation degree</b>	Completion of an appropriate foundation degree in sport, outdoor or yacht subjects.
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> <b>and/or</b> - 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
<b>Level 3: at least one of the following:</b>	
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
<b>Work Experience:</b>	Knowledge of the industry
<b>Other non-standard awards or experiences:</b>	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
<b>APEL / APCL<sup>6</sup> possibilities:</b>	Considered on individual merit Some modules may be more applicable than others
<b>Interview / Portfolio requirements:</b>	Interview may be employed No Portfolio required
<b>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</b>	No DBS not required

<sup>6</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## Programme Structures

Academic Year: 20/21

Programme Code: 5226

Programme Title: BSc Coaching (Outdoor Leadership)

Full time:

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3021	Research Project	40	20/21	Year long	Core
SOUD3075	Applied Coaching Practice	20	20/21	Semester 1	Core
SOUD3073	Experiential Leadership	20	20/21	Semester 1	Optional (A)
SOUD3074	Global Environmental Impact and Conservation	20	20/21	Semester 2	Optional (A)
SOUD3051	The Dynamic of Risk	20	20/21	Semester 2	Optional (A)

Academic Year: 20/21  
 Programme Code: 4949  
 Programme Title: BSc Coaching (Sports Performance and Development)  
 Full time

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3021	Research Project	40	20/21	Year long	Core
SOUD3075	Applied Coaching Practice	20	20/21	Semester 1	Core
SOUD3076	Applied Coaching Pedagogy	20	20/21	Semester 2	Optional (B)
SOUD3049	Applied Psychology for Sports Performance	20	20/21	Semester 1	Optional (B)
SOUD3077	Sport Development, Legislation and Issues	20	20/21	Semester 2	Optional (B)

Programme Title: BSc Coaching (Outdoor Leadership)

Programme Code: 5227 / 4950

Academic Year: 20/21

Part time

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3021	Research Project	40	21/22 (Year 2)	Year long	Core
SOUD3075	Applied Coaching Practice	20	20/21 (Year 1)	Semester 1	Core
SOUD3073	Experiential Leadership	20	20/21 (Year 1)	Semester 1	Optional
SOUD3074	Global Environmental Impact and Conservation	20	20/21 (Year 1)	Semester 2	Optional
SOUD3051	The Dynamic of Risk	20	21/22 (Year 2)	Semester 2	Optional

Programme Title: BSc Coaching (Sports Performance and Development)

Academic Year: 20/21

Programme Code: 5227 / 4950

Part time

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3021	Research Project	40	21/22 (Year 2)	Year long	Core
SOUD3075	Applied Coaching Practice	20	20/21 (Year 1)	Semester 1	Core
SOUD3076	Applied Coaching Pedagogy	20	20/21 (Year 1)	Semester 2	Optional
SOUD3049	Applied Psychology for Sports Performance	20	20/21 (Year 1)	Semester 1	Optional
SOUD3077	Sport Development, Legislation and Issues	20	21/22 (Year 2)	Semester 2	Optional



## 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><b>Knowledge / Understanding:</b> For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):<sup>7</sup> 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<sup>8</sup></p>	<p>Primary: Tutorials, scheduled activity, Guided Independent Study, Practical</p>	1,2,3,4,5,6	1,2,3,4,5	<ul style="list-style-type: none"> <li>○ Pitches / Debate</li> <li>○ Posters and Presentations</li> <li>○ Subject based presentations</li> <li>○ Seminar discussions</li> <li>○ Reports</li> <li>○ Projects</li> <li>○ Essays</li> <li>○ Book reviews / critiques</li> <li>○ Outdoor and off site learning experiences</li> </ul>	<p>SOUND3021 SOUND3047 SOUND3073 SOUND3074 SOUND3051 SOUND3049 SOUND3076 SOUND3077</p>

<sup>7</sup> 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)”

<sup>8</sup> 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><sup>9</sup> Secondary/Supplementary: Moodle, Independent Study</p>	<p>10</p>	<p>10</p>	<p>11</p>	<p>12</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching &amp; 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><b>Cognitive and Intellectual Skills:</b> 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, scheduled activity, 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"> <li>○ Pitches / Debate</li> <li>○ Posters and Presentations</li> <li>○ Subject based presentations</li> <li>○ Seminar discussions</li> <li>○ Reports</li> <li>○ Projects</li> <li>○ Essays</li> <li>○ Book reviews / critiques</li> <li>○ Outdoor and off site learning experiences</li> </ul>	<p>SOUD3021 SOUD3047 SOUD3073 SOUD3074 SOUD3051 SOUD3049 SOUD3076 SOUD3077</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching &amp; 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><b>Key Transferable Skills:</b> For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):</p>		<p>1,2,3,4,5,6</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>○ Pitches / Debate</li> <li>○ Posters and Presentations</li> </ul>	<p>SOUD3021 SOUD3047 SOUD3073 SOUD3074</p>

<sup>9</sup> List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<sup>10</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

<sup>11</sup> List the range of assessments most relevant to test these

<sup>12</sup> Insert the module code(s) that relate to these attributes/skills

<p>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, scheduled activity, Guided Independent Study, Practical Secondary/Supplementary: Moodle, Independent Study</p>			<ul style="list-style-type: none"> <li>○ Subject based presentations</li> <li>○ Seminar discussions</li> <li>○ Reports</li> <li>○ Projects</li> <li>○ Essays</li> <li>○ Book reviews / critiques</li> <li>○ Outdoor and off site learning experiences</li> </ul> <p>1,2,3,4,5</p>	<p>SOUND3051 SOUND3049 SOUND3076 SOUND3077</p>
<p>An exposition for embedding Key Transferable Skills through Teaching &amp; 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><b>Employment Related Skills:</b> 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> <p>By the end of this level of this programme the students will be able to demonstrate for:</p>	<p>Primary:</p>	<p>1,2,3,4,5,6</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>○ Pitches / Debate</li> <li>○ Posters and Presentations</li> <li>○ Subject based presentations</li> <li>○ Seminar discussions</li> <li>○ Reports</li> <li>○ Projects</li> <li>○ Essays</li> <li>○ Book reviews / critiques</li> <li>○ Outdoor and off site learning experiences</li> </ul>	<p>SOUND3021 SOUND3047 SOUND3073 SOUND3074 SOUND3051 SOUND3049 SOUND3076 SOUND3077</p>

<p>A threshold pass: 3,4,5,8,9,10,12,13,17,18,19,20,21,22,23</p>	<p>Tutorials, scheduled activity, Guided Independent Study, Practical Secondary/Supplementary: Moodle, Independent Study</p>				
<p>An exposition for embedding Employment Related Skills through Teaching &amp; 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><b>Practical Skills:</b> 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</p> <p>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</p>	<p>Tutorials, scheduled activity, Guided Independent Study, Practical</p>	<p>1,2,3,4,5,6</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>○ Subject based presentations</li> <li>○ Seminar discussions</li> <li>○ Reports</li> <li>○ Projects</li> <li>○ Essays</li> <li>○ Outdoor and off site learning experiences</li> </ul>	<p>SOUND3021 SOUND3047 SOUND3073 SOUND3074 SOUND3051 SOUND3049 SOUND3076 SOUND3077</p>
<p>An exposition for embedding Practical Skills through Teaching &amp; 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>					

## 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 <sup>13</sup>	On and Offsite, during module delivery and self-study <sup>14</sup>	1,2,3,4,5, 6 <sup>15</sup>	1,2,3,4,5 <sup>15</sup>	Outdoor and off site learning experiences <sup>16</sup>	SOUND3047 <sup>17</sup>
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 Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issues
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 Applied Coaching Practice Applied Coaching Pedagogy
4	describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context	x		x	X		Research Project Applied Coaching Practice Experiential Leadership The Dynamic of Risk

<sup>13</sup> Insert a title and brief description

<sup>14</sup> i.e. where, how, when

<sup>15</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

<sup>16</sup> List the range of assessments most relevant

<sup>17</sup> Insert the module code(s) that will assess based on this activity

							Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
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 Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
7	develop a sustained reasoned argument, perhaps challenging previously held assumptions	x	x				Research Project Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
8	work effectively independently and with others			x	x	X	Research Project Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
9	take and demonstrate responsibility for their own learning and continuing personal and professional development	x	x	x	x	X	Research Project Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
10	self-appraise and reflect on practice	x		x	x	X	Research Project Applied Coaching Practice Applied Coaching Pedagogy Experiential Leadership
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 Applied Coaching Practice Applied Coaching Pedagogy
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 Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue

13	undertake fieldwork with continuous regard for safety and risk assessment	x		x	x	x	Research Project Applied Coaching Practice Applied Coaching Pedagogy Experiential Leadership
14	demonstrate effective communication and presentation skills	x		x		x	Research Project Applied Coaching Practice Experiential Leadership The Dynamic of Risk Applied Coaching Pedagogy Applied Psychology for Sports Performance Sports Development, Legislation and Issue
15	demonstrate an understanding of the philosophical basis of scientific paradigms	x	x	x			Research Project Experiential Leadership The Dynamic of Risk Sports Development, Legislation and Issue
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 Applied Coaching Pedagogy
17	making effective use of knowledge and understanding of the disciplines underpinning human structure and function	x				X	Research Project Applied Coaching Practice Applied Coaching Pedagogy
18	appraising and evaluating the effects of sport and exercise intervention on the participant	x	X	X	X		Research Project Applied Coaching Practice 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	Research Project Applied Coaching Practice Applied Psychology for Sports Performance Experiential Leadership Applied Coaching Pedagogy
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 Applied Coaching Practice Applied Psychology for Sports Performance Experiential Leadership Applied Coaching Pedagogy 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 Applied Coaching Practice Applied Coaching Pedagogy 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 Applied Coaching Practice Applied Coaching Pedagogy 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 Applied Coaching Practice Applied Psychology for Sports Performance Applied Coaching Pedagogy Dynamic of Risk Experiential Leadership

24	displaying an awareness of current government policy on disease prevention and the relevance of exercise	x					Sports Development, Legislation and Issue
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, Legislation and Issue Dynamic of Risk Experiential Leadership
26	employing social, economic and political theory to explain the development and differentiation of sport throughout society	x	x				Sports Development, Legislation and Issue 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, Legislation and Issue 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, Legislation and Issue 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, Legislation and Issue Experiential Leadership Applied Coaching Practice Applied Coaching Pedagogy
30	demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.	x	X				Applied Coaching Practice Applied Coaching Pedagogy Sports Development, Legislation and Issue Dynamic of Risk Experiential Leadership



## 4. Module Records

### SECTION A: DEFINITIVE MODULE RECORD:

<b>MODULE CODE:</b> SOUD3021	<b>MODULE TITLE:</b> Research Project
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> N/A	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> YES
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<b>SHORT MODULE DESCRIPTOR:</b> 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.
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<b>ELEMENTS OF ASSESSMENT</b>	
COURSEWORK	
C1	100%

<b>SUBJECT ASSESSMENT PANEL - Group to which module should be linked:</b> BSc (Hons) Coaching
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<b>PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT:</b> N/A
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<b>MODULE AIMS:</b> 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.
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<b>ASSESSED LEARNING OUTCOMES:</b> <b>At the end of the module the student will be expected to be able to:</b> 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.
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<b>DATE OF APPROVAL:</b> 07/2014	<b>FACULTY/OFFICE:</b> Education
<b>DATE OF IMPLEMENTATION:</b> 09/17	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> ALL

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:**

<b>ACADEMIC YEAR:</b> 2020/21	<b>NATIONAL COST CENTRE:</b> 108
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<b>MODULE LEADER:</b> Mike George	<b>OTHER MODULE STAFF:</b> Ben Roper, David Gould
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<p><b>SUMMARY OF MODULE CONTENT:</b>  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>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled activities	90	3 hours for 30 weeks
Guided distance learning activities	70	Interactive learning activities, guided reading and facilitated forum discussion and meetings with 2 <sup>nd</sup> supervisors.
Guided independent study	240	Guided reading and self-directed study
<b>Total</b>	<b>400</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Research Project	80%	A word processed report of 6500 words on the individually chosen topic for the research project. [LO1 / LO3 / LO4]
		Dissemination	20%	Presentation of research (equivalent to 1500 words) [LO2]
			100%	

<b>Updated by:</b> Mike George <b>Date:</b> 01/07/20	<b>Approved by:</b> Ben Roper 07/07/20
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**SECTION A: DEFINITIVE MODULE RECORD:**

<b>MODULE CODE:</b> SOUD3049	<b>MODULE TITLE:</b> Applied Psychology for Sports Performance
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> N/A	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> yes
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**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.

<b>ELEMENTS OF ASSESSMENT</b>	
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:**  
 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.

**ASSESSED LEARNING OUTCOMES:**  
**At the end of the module the student will be expected to be able to:**

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.

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



**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:**

<b>ACADEMIC YEAR:</b> 2020/21	<b>NATIONAL COST CENTRE:</b> 104
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<b>MODULE LEADER:</b> David Gould	<b>OTHER MODULE STAFF:</b>
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<p><b>SUMMARY OF MODULE CONTENT:</b>          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>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled activities 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
<b>Total</b>	<b>200</b>	

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

<b>Updated by:</b> David Gould Date: 13/7/20	<b>Approved by:</b> Ben Roper Date: 14/7/20
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**SECTION A: DEFINITIVE MODULE RECORD:**

<b>MODULE CODE:</b> SOUD3051	<b>MODULE TITLE:</b> The Dynamic of Risk
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> N/A	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> yes
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**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.

<b>ELEMENTS OF ASSESSMENT</b>	
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:**  
 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.

**ASSESSED LEARNING OUTCOMES:**  
**At the end of the module the student will be expected to be able to:**

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.

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



**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT:**

<b>ACADEMIC YEAR:</b> 2020/21	<b>NATIONAL COST CENTRE:</b> 108
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<b>MODULE LEADER:</b> Dr Roger Hopper	<b>OTHER MODULE STAFF:</b>
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<b>SUMMARY OF MODULE CONTENT:</b> <ul style="list-style-type: none"> <li>• Risk theories, strategies and benefits.</li> <li>• Ethics of risk.</li> <li>• Centre management – risk control and culture.</li> <li>• Leadership and risk.</li> <li>• Law, regulations and risk policies.</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled activities	45	3 hours a week over 15 weeks
Guided Independent Study	155	Guided reading and self-directed study
<b>Total</b>	<b>200</b>	

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

<b>Updated by:</b> Dr Roger Hopper <b>Date:</b> 03/07/20	<b>Approved by:</b> Ben Roper <b>Date:</b> 07/07/20
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**UNIVERSITY OF PLYMOUTH MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD3073      **MODULE TITLE:** Experiential Leadership  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** Leadership 100088  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Leadership is a highly complex and valued commodity, much talked and written about but not truly understood. 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.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Coaching

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to develop the student’s ability to critically assess and analyse the global impact of outdoor learning activities on the environment. It also aims to develop the student’s ability to critically evaluate and discuss the role outdoor learning activities and outdoor professionals have in supporting and promoting conservation.

**ASSESSED LEARNING OUTCOMES:**

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Evaluate applied leadership theory in an evidence-based, inquisitive, reflective and critical approach. LO2. Critically analyse the concept of leadership and its effect on followers and their perceptions. LO3. Critically reflect and appraise the concept of leadership in relation to developing your potential as a leader LO4. Evaluate the causality of leadership to practice.	1,3,4,5
<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2020/21**

**NATIONAL COST CENTRE: 108**

**MODULE LEADER: Dr Roger Hopper**

**OTHER MODULE STAFF: None**

### **Summary of Module Content**

- 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.
- Theories of reflective practice
- Facilitating reflective practice
- Development of reflective strategies

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activity	45	3hrs a week for 15 weeks
Independent	155	Guided reading and self-directed study
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Written Assignment (LO1,LO2) – 2000 words	50%
	Written Assignment (LO3,LO4) – 2000 words	50% Total: 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Written Assignment (LO1,LO2, 3 & 4) – 4000 words	Total: 100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Dr Roger Hopper  
Date: 03/07/2020

**Approved by:** Ben Roper  
Date: 07/07/2020

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD3074      **MODULE TITLE:** Global Environmental Impact and Conservation  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** Environmental impact assessment 100549  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

In the current climate it is important that Outdoor professionals understand how they can have positive and negative impact when facilitating outdoor activities. This module will enable students to develop their knowledge and understanding of the global impact of outdoor learning activities on the environment. It also aims to explore how outdoor learning can support conservation.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Coaching

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to develop the student’s ability to critically assess and analyse the global impact of outdoor learning activities on the environment. It also aims to develop the student’s ability to critically evaluate and discuss the role outdoor learning activities and outdoor professionals have in supporting and promoting conservation.

**ASSESSED LEARNING OUTCOMES:**

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Critically assess the impact of the competing pressure on land or sea use of an outdoor learning activity. LO2. Critically analyse the global impact of an outdoor learning activity. LO3. Critically evaluate the use of an outdoor learning activity to support conservation. LO4. Critically discuss the role of the outdoor learning professional as an ambassador for environmental conservation.	1,3,4,5

<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2020/21**

**NATIONAL COST CENTRE: 108**

**MODULE LEADER: Dr Roger Hopper**

**OTHER MODULE STAFF: None**

**Summary of Module Content**

- Multiple stakeholder environmental impact (land and sea).
- Global impact of outdoor learning activities.
- Climate change
- Conservation support – participation and understanding.
- Outdoor learning professional leadership and ethical responsibilities.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activity	45	3hrs a week for 15 weeks
Independent	155	Directed weekly reading. Moodle based tasks and assessments/development. Independent revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	LO1 – LO2 – (2000 word) critical assessment of the global impact of outdoor learning activities.	100%
Practical	LO3 & LO4 – Presentation - Critically evaluate an outdoor professionals role in a specific activity in relation to conservation and sustainability	100%

**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	LO1 – LO2 – (2000 word) critical assessment of the global impact of outdoor learning activities	100%
Practical	LO3 & LO4 – Presentation - Critically evaluate an outdoor professionals’ role in a specific activity in relation to conservation and sustainability	100%
<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Roger Hopper Date: 03/07/2020		<b>Approved by:</b> Ben Roper Date: 07/07/2020

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** SOUD3075      **MODULE TITLE:** Applied Coaching Practice  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** Sports Coaching 100095  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**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 decision making and the consistent application of coaching principles to improve performance over a series of sessions.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Coaching

**Professional body minimum pass mark requirement:** N/A

#### 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 practice with a specific group showing their ability to progress and develop performance in others. This will be combined with critical evaluation of their performance

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Critically analyse the coaching process model informed by current research LO2. Critically analyse the importance of decision making in coaching LO3. Plan and consistently implement a contextualised series of sessions to develop an individual or team using evidence informed practice LO4. Critically evaluate the planning and delivery of a contextualised series of sessions to develop an individual or team	1,3,4,5

<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2020/21**  
**MODULE LEADER: Ben Roper**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF: None**

### **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.

Decision making: Naturalistic decision making, intuitive decision making, professional judgement and decision making, hot and cold

Agreed methods of coaching practice: Coaching philosophies, coaching behaviours, athlete centred coaching, reflective practice, effective coaching principles.

Physical and psychological development of athletes

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activity	30	3hrs a week for 15 weeks
Practical's	15	1hr a week for 15 weeks
Independent	155	Directed weekly reading. Moodle based tasks and assessments/ development. Independent revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Assignment 1 – (LO1,LO2) Critical analysis of theories of coaching process and decision making	50%
	Assignment 2 – (LO3,LO4) Portfolio of a series of sessions and reflection (video of sessions, participant profiles, personal reflections, planning, scale, needs analysis)	50%
		Total: 100%

### **REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Assignment 1 (LO1,LO2,LO3,LO4) – Critical analysis of theories of coaching process and decision making & Portfolio of a series of sessions and reflection (video of sessions, participant profiles, personal reflections, planning, scale, needs analysis)	Total : 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Ben Roper Date: 08/01/2020	<b>Approved by:</b> Lynn Squire Date: 08/01/2020

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE: SOUD3076**

**MODULE TITLE: Applied Coaching Pedagogy**

**CREDITS: 20**

**FHEQ LEVEL: 6**

**HECOS CODE: Sports Coaching  
100095**

**PRE-REQUISITES: None**

**CO-REQUISITES: None**

**COMPENSATABLE: Y**

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

This module examines the theoretical and practical aspects of coaching pedagogy in order to examine contemporary coaching developments. Throughout the module, students will be involved in critiquing theoretical and practical concepts that pertain to advanced coaching pedagogy.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Coaching

**Professional body minimum pass mark requirement:** NA

#### **MODULE AIMS:**

This module seeks to enhance students critical understanding of coaching pedagogy, especially in terms of the dilemmas that coaches may encounter when working with a diverse range of individuals and groups. In addition, the module aims to critically examine a range pedagogical issues faced by sports coaches when delivering in specific contexts/environments. This will develop students' understanding of how to facilitate the practice of sports coaching through a different approach. Through the adoption of a problem-based learning approach, you will explore and develop your critical understanding of a variety of pedagogical concepts, issues, and methods. Upon delivery students will be able to critically reflect on their application of effective coaching principles.

#### **ASSESSED LEARNING OUTCOMES:**

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Critically evaluate a range of coaching pedagogical theories LO2. Critically appraise coaching strengths and areas for improvement and select appropriate pedagogical strategies to enhance coaching performance LO3. Plan and demonstrate understanding of coaching pedagogy theory in the delivery of coaching sessions LO4. Critically reflect on the ability to apply and deliver a series of sessions drawing on coaching pedagogy theory, producing an action plan to improve	1, 3, 4, 5

<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2020/21**  
**MODULE LEADER: Ben Roper**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF: None**

### **Summary of Module Content**

- Understand different theory of learning and their application to the coaching environment
- Ecological Dynamics
- Constraints Based Approaches to Coaching
- Linear and Non-Linear Pedagogy/Andragogy
- Coaching Design and Practice
- Athlete/Participant Models of Learning
- Coaching Knowledge (Inter, Intra, Professional)
- Effective coaching
- Pedagogical elements of demonstrations, instructions etc
- Observe and analyse performance and recommend corrective coaching points
- Theorists; behaviourists, experiential, humanists, constructivist, critical and post structural, social

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activity	15	1hr a week for 15 weeks
Seminars	15	1hr a week for 15 weeks
Practical	15	1hr a week for 15 weeks
Independent study	155	Directed weekly reading. Moodle based tasks and assessments/ development. Independent revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Assignment 1 – (LO1,LO2) critically appraise pedagogical theories and models and reflect on your ability to apply this	100%
Practical	Assignment 2 – (LO3,LO4) delivery and application of pedagogy and present your findings; design an action plan for improvement	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 1 – (LO1, LO2) critically appraise pedagogical movements and reflect on your ability to apply this	100%
Practical	Assignment 2 – (LO3,LO4) delivery and application of pedagogy and present your findings; design an action plan for improvement	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Ben Roper  
08/01/2020

**Date:**

**Approved by:** Lynn Squire  
Date: 08/01/2020

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** SOUD3077      **MODULE TITLE:** Sport Development, Legislation and Issues  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** Sports Development 100096  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Sports has become a key focus for policy and planning in the UK. The module is to give students an understanding of how Government policy impacts on elements of the sport, exercise and fitness sector, such as schools, local authorities, governing bodies, associations and professionals. It also provides a sociological examination of some key contemporary issues and their impact on wider society.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Coaching

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

The aim of this module is to develop the students understanding of key issues and sociological theories that impact modern sport. 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. The module develops students’ understanding of government policy and the organisation of sport. The vision and content of a selection of key organisations will also be studied.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Critically evaluate the relationship between government policy and the organisation of sport, exercise and fitness in the UK. LO2. Critically analyse sports development philosophies, aims and objectives in both UK and global structures. LO3. Critically review the impact of sport in society. LO4. Analyse contemporary issues in sport within the UK.	1,3,4,5

<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2020/21**  
**MODULE LEADER: David Gould**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF: None**

### **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  
Contemporary Issues in Sport: Race, Gender, Class, Drug Abuse, Globalisation, Commercialisation, Disability, Politics, Violence and Deviance, National and International Perspective, Corruption.

Dichotomies: Influencing concepts: Philosophies: Structures: Stages of Development: Organisations:  
Political, economic, cultural, environmental and social Influences:

Impact on, health agendas; social inclusion; educational aims; target groups; participation:

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activity	30	2hrs a week for 15 weeks
Seminars	15	1hr a week for 15 weeks
Independent	155	Directed weekly reading. Moodle based tasks and assessments/development. Independent revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Assignment 2 – Essay – 2000 words (LO3, LO4)	100%
Practical	Assignment 1 – Presentation (2000 words pro rata) (LO1,LO2)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 2 – Essay – 2000 words (LO3, LO4)	100%
Practical	Assignment 1 – Presentation (2000 words pro rata) (LO1,LO2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> David Gould Date: 08/01/2020	<b>Approved by:</b> Ben Roper Date: 08/01/2020