



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2023-2024**

## ***BSc (Hons) Coaching (Sports Performance and Development)***

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# 1. Welcome and Introduction to BSc (Hons) Coaching (Sports Performance and Development/ Outdoor Leadership).

## 1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The BSc (Hons) Coaching (Sports Performance and Development/ Outdoor Leadership) course is designed to equip you with the knowledge, skills and behaviours that will allow you to succeed within the industry. We are proud of this course and the opportunities you will have to develop yourself in a supportive and student focused environment. Your journey on the programme will be unique and we encourage you to give engage with all the available teaching, expertise, resources, and support to help you excel in your time with us.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor	Mike George	<a href="mailto:mikegeorge@southdevon.ac.uk">mikegeorge@southdevon.ac.uk</a>
HE Lead & Higher Education Coordinator	Ben Roper	<a href="mailto:benroper@southdevon.ac.uk">benroper@southdevon.ac.uk</a>
Programme Coordinator	Ben Reynolds	<a href="mailto:benjaminreynolds@southdevon.ac.uk">benjaminreynolds@southdevon.ac.uk</a>
Curriculum Head	Danny Gaze	<a href="mailto:danielgaze@southdevon.ac.uk">danielgaze@southdevon.ac.uk</a>
Assistant Principal	Matt Burrows	<a href="mailto:murrows@southdevon.ac.uk">mburrows@southdevon.ac.uk</a>

## 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Mike is the tutor for this programme and also 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 Outdoor Leadership and is the tutor for Level 3 Sports Coaching extended diploma.

## 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

## 1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/sport-and-adventure/>

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

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

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

Module Leader	Modules	Contact	If part time days/hours that are worked
Mike George	SOUND3021 – Research Project SOUND3077 – Sport Development, Legislation and Issues	<a href="mailto:mikegeorge@southdevon.ac.uk">mikegeorge@southdevon.ac.uk</a>	
Kirsten Height	SOUND3049 – Applied Psychology for Sports Performance	<a href="mailto:dgould@southdevon.ac.uk">dgould@southdevon.ac.uk</a>	
Ben Roper	SOUND3075 – Applied Coaching Practice SOUND3076 – Applied Coaching Pedagogy	<a href="mailto:benroper@southdevon.ac.uk">benroper@southdevon.ac.uk</a>	

## 1.6 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 Stepping 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 activities and reading

Côté, J. and Gilbert, W. (2009) 'An Integrative Definition of Coaching Effectiveness and Expertise', *International Journal of Sports Science and Coaching* 4(3), pp.307-323

<https://youtu.be/jtCVTWFiYpC>

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

[www.cimpsa.co.uk/standards](http://www.cimpsa.co.uk/standards)

## **1.7 Curriculum design principles**

### **Programme Rationale (summary)**

BSc (Hons) Coaching top up is designed to introduce and underpin the knowledge, skills and behaviours (KSB's) needed to successfully work in the sports and outdoor industry. While studying for a the award, students will come to appreciate that coaching is best understood by adopting an integrated, multi-disciplinary approach to developing individuals biopsychosocially in sport coaching and outdoor. The programme is dynamic, examining a range of theories, issues and subjects relating to the practice within the sports and outdoor coaching and fitness industries

### **Context**

South Devon College has a long and rich tradition of delivering Higher Education (HE) courses. The delivery of sport and coaching programmes in HE is firmly established at the college having the current FdSc Sports Coaching and Fitness, FdSc Outdoor Leadership and the BSc (Hons) Coaching top ups at Level 6. The current degree programme is in its 3<sup>rd</sup> year of delivery with a previous version having successfully been delivered since 2014.

### **Content**

Knowledge, understanding, intellectual and transferable skills will be delivered through a diverse and innovative range of methods that will reflect the diversity of learners' needs. Teaching and learning activities within the programme will blend lectures, seminars and tutorials with practical sessions taking an evidence informed approach in line with the South Devon College evidence informed teaching and learning strategy (2021). This approach will ensure that students are able to develop theoretical understanding of evidenced informed practice in the different domains they are studying.

The use of practical contexts to deliver and develop coaching and leadership skills will take place using the college outstanding sports facilities. For practical concepts lecturers will model practice and guide students in delivering in scenarios and environments that challenge students to apply the skills and develop professional practice. Regular feedback on assignments and practical assessments, in tutorial and through module feedback allows students to develop not only their understanding, but also their ability to bridge theory to practice regarding practical skills.

### **Teaching and Learning Strategy**

The programme will encourage an integrated learning experience; academic, information literacy, key skills and employability skills will all be developed alongside knowledge and intellectual skills. Integration of theory, practical and transferable skills development generates a dynamic approach to the curriculum, preparing graduates to be flexible and proactive in managing the

changing needs of clients and employers within the framework of their own continuing growth. The need for a sound ethical and evidence base for working with people is addressed by developing reasoning, analytical and critical skills as well as the ability to select, organise and interpret complex information. Through the practice of presentation skills, students will learn to convey information clearly to others in appealing and accessible ways.

The programme is designed to help students to develop the knowledge, attitudes, attributes and skills needed by coaching employers. Students are pushed to develop research capabilities allowing progression into higher level undergraduate study. Programme development and design was therefore discussed with coaching professionals and providers and responsive to a broad range of pathways and needs within the sector.

The programme team have taken an approach that considers the current research regarding coach education within HE. The use of experiential learning (Woodburn, 2020) will be embedded in modules where coaching practice is to be developed, providing students to experiment with theory in practice in a structured environment. Students will then be able to apply this in workplace or professional settings through flexible learning outcomes that they can apply to their own contexts. This contextualised approach will also be combined with the use of structured reflective practice (Knowles, *et al.*, 2001; Kuklick, Garity and Thompson, 2015) for students to understand their role, areas for improvements and behaviours. For example, in both years students will reflect on their coaching practice both written and verbally. Exploration of these key themes allows for clarity on the bridge between theory and practice when coaching and instructing people.

Statistical techniques and use of computer-based data analysis is incorporated in a research project and generic ICT skills are developed through a variety of assessment methods. To ensure the currency of the programme content, assessments, where appropriate, will be designed in collaboration with the apprentice's employer. This will support the employability of students and model the importance of research informed practice. A variety of information technologies and virtual learning (e.g. Flip grid) as well as traditional, formative assessment methods will be used including Moodle and MS teams.

## **Resources**

Each student will be given a reading list within the module guides which will gives access to key texts to explore to further develop their knowledge. These can be accessed by the library or online. A range of online journals are available such as the International Journal for Sports Coaching, Sports Coaching Review and the International Journal for Sports Science and Coaching. The college has excellent physical facilities with the use of a double court sports hall, 3G pitch, high specification strength and conditioning and gym facilities and testing equipment. Students can also access analysis equipment such as the I Sport Analysis Coaching Behaviour software for coach observation and the Inplaysports analysis software which allows students to analyse individual and team performance.

The college has the resources you would expect at a working outdoor centre to enable a variety of land and water-based activities. These includes canoes, kayaks, sup's, mountain bikes, climbing and walking equipment. A link up with UNESCO Geo Parks has also been maintained within the new programme. Students will be able to study local habitats, connect themselves to places, and

understand their impact and efforts to ensure sustainability. They have use of the Geo Park, Dartmoor and the South Hams area.

## **1.8 Assessment and feedback strategy**

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course.

The programme aims to use a variety of assessment methods which embed employability skills to ensure inclusivity and the development of a variety of transferable skills. Other assessments are designed to either allow practical application of employability skills or develop student's transferrable skills. As such, the programme will include a range of assessment methods such as practical's, presentations, case studies, reports, essays, posters, primary research, reflective diaries, professional discussions, and research projects. Practical assessments will make use of the college sports facilities where necessary and practicable.

The individual needs of students have been considered throughout. For example, the nature of students that have previously enrolled on the course have needed high levels of additional support. The development and design of the programme and the overall content, such as an increase of assessed practical skills, ensures that all students regardless of their need will be able to achieve with the appropriate support systems from the College and various academic supports. The team will strive to deliver a challenging, yet flexible, learning experience with the addition of personalised support.

Feedback to students occur after both formative draft assessments and summative submissions take place and is an integral part of the programme. Students will still be required to engage in extensive research around the subject to enhance and develop their understanding and regular feedback from draft activities, in tutorial and practical situations allows students to develop their understanding and their ability to communicate their ideas. Summative assessments will test knowledge, practical ability and critical reflection and evaluation and will therefore incorporate practical work, presentations and written reports. UCSD regulations state that summative feedback is given within four working weeks of submission dates and are indicated in the regulatory framework and explained to students throughout their course <https://www.ucsd.ac.uk/student-life/essential-information/> . The course team endeavours to give both written and verbal feedback to students after assessments are completed to ensure they can



use this to improve future grades. Written feedback is available on Turnitin through Moodle for students to access continually, track their progress and monitor their development. All tutors use a standardised draft and summative feedback format to ensure consistency and clarity in feedback structure. Students will receive feedback on summative assessments and a provisional grade that will be agreed at Subject Assessment Panel and Award Board.

## 1.9 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry,

through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk)

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.10 Preparation for Employment, further academic study and personal development**

It is intended that this programme will prepare students for career opportunities and further undergraduate study in a range of areas related to coaching. The learning approach is student centred, allowing individuals to bring their own unique personalities, beliefs and experiences into a framework of progressive development. Students will also be able to work independently and self-sufficiently, a key need in the local area where employers report much of the delivery they undertake

can happen remotely. The programme team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

## 1.11 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	Programme Aim 1 Programme Aim 5 Programme Aim 6 Programme Aim 7	UCSD1097 – LO3, LO4 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4 UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4 UCSD2112 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD1097 – A2 – LO3, LO4 UCSD1098 – A1 - LO1, LO2, A2- LO3, LO4 UCSD1099 – A2 LO3, LO4 UCSD1100 – A1 LO1, LO2, A2 LO3, LO4 UCSD1101 – A2 LO3, LO4 UCSD1102 – A1 LO1, LO2, A2 LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2111 – A1 LO1, LO2, A2 LO3, LO4 UCSD2112 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
General skills (aka. Transferable)	Students demonstrate the general knowledge, behaviours, and skills	Programme Aim 3 Programme Aim 4	UCSD1097 – LO1, LO2, LO3, LO4	UCSD1097 – A1 – LO1, LO2 A2 – LO3, LO4		

skills, 'soft skills)	needed by every employer and workplace.		UCSD1098 – LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4	UCSD1098 – A2 LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – A1 LO1, LO2, A2 LO3, LO4		
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	Programme Aim 3 Programme Aim 4	UCSD1097 – LO1, LO2 UCSD1099 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD1097 – A1 LO1, LO2 UCSD1099 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	Programme Aim 5 Programme Aim 6	UCSD1097 – LO4 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4 UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4	UCSD1097 – A2 –LO4 UCSD1098 – A1 - LO1, LO2, A2- LO3, LO4 UCSD1099 – A2 LO3, LO4 UCSD1100 – A1 LO1, LO2, A2 LO3, LO4 UCSD1101 – A2 LO3, LO4 UCSD1102 – A1 LO1, LO2, A2 LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – A1 LO1, LO2, A2 LO3, LO4		

			UCSD2112 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD2111 – A1 LO1, LO2, A2 LO3, LO4 UCSD2112 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	Programme Aim 4	UCSD1097 – LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4		
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	Programme Aim 4	UCSD1097 – LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – A1 LO1, LO2, A2 LO3, LO4		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	Programme Aim 3 Programme Aim 4	UCSD1097 – LO3 UCS2109 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO3 UCS2109 – A1 LO1, LO2, A2 LO3, LO4		
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	Programme Aim 1,2,3,4,5,6	UCSD1097 – LO3 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4 UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO3 UCSD1098 – A1 - LO1, LO2, A2- LO3, LO4 UCSD1099 – A2 LO3, LO4 UCSD1100 – A1 LO1, LO2, A2 LO3, LO4 UCSD1101 – A2 LO3, LO4		

			UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4 UCSD2112 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD1102 – A1 LO1, LO2, A2 LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – A1 LO1, LO2, A2 LO3, LO4 UCSD2111 – A1 LO1, LO2, A2 LO3, LO4 UCSD2112 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	Programme Aim 4	UCSD1097 – LO4 UCS2109 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4		
<p><b>Further information:</b></p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the <a href="#">Employability Activity Form</a>.</p>

## 1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
<p>Having core modules on the same day made it long and hard to engage in the afternoon</p> <p>More 1 to 1s in tutorial</p>	<p>Moved the core modules over two days</p> <p>Each student now receives a minimum of two 1 to 1s per term</p>

## 1.13 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations		
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	UCSD	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy		



Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals		
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

## 2. Programme Specification

### 2.1 Programme description

<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

### 2.2 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.

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

N/A

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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)

## 2.4 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

## 2.5 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.

## 2.6 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.
5. Demonstrate confidence and flexibility in identifying and defining complex problem in a sport, outdoor or yacht environment.

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

## 2.7 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.

## 2.8 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

## 2.9 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.

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

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.

## 2.10 Admissions Criteria

<b>Qualification(s) Required for Entry to this Programme:</b>	<b>Details:</b>
<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

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

<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

## 2.11 Programme Structures

### Academic Year: 23/24

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	23/24	Year long	Core
SOUD3075	Applied Coaching Practice	20	23/24	Semester 1	Core
SOUD3076	Applied Coaching Pedagogy	20	23/24	Semester 2	Optional (B)
SOUD3049	Applied Psychology for Sports Performance	20	23/24	Semester 1	Optional (B)
SOUD3077	Sport Development, Legislation and Issues	20	23/24	Semester 2	Optional (B)

Programme Title: BSc Coaching (Sports Performance and Development)

Academic Year: 23/24

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	24/25 (Year 2)	Year long	Core
SOUD3075	Applied Coaching Practice	20	23/24 (Year 1)	Semester 1	Core
SOUD3076	Applied Coaching Pedagogy	20	23/24 (Year 1)	Semester 2	Optional
SOUD3049	Applied Psychology for Sports Performance	20	23/24 (Year 1)	Semester 1	Optional
SOUD3077	Sport Development, Legislation and Issues	20	24/25 (Year 2)	Semester 2	Optional



## 2.12 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 Core 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>	<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> </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><sup>11</sup> ○ Outdoor and off site learning experiences</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>	<p>○ Pitches / Debate ○ Posters and Presentations ○ Subject based presentations ○ Seminar discussions ○ Reports ○ Projects ○ Essays ○ Book reviews / critiques ○ Outdoor and off site learning experiences</p>	<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></p>		<p>1,2,3,4,5,6</p>	<p>1,2,3,4,5</p>	<p>○ Pitches / Debate</p>	<p>SOUD3021 SOUD3047</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>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, scheduled activity, Guided Independent Study, Practical</p> <p>Secondary/Supplementary: Moodle, Independent Study</p>			<ul style="list-style-type: none"> <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 1,2,3,4,5</li> </ul>	<p>SOUND3073 SOUND3074 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>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> </ul>	<p>SOUND3021 SOUND3047 SOUND3073 SOUND3074 SOUND3051 SOUND3049 SOUND3076 SOUND3077</p>

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 3,4,5,8,9,10,12,13,17,18,19,20,21,22,23</p>	<p>Primary: Tutorials, scheduled activity, Guided Independent Study, Practical Secondary/Supplementary: Moodle, Independent Study</p>			<ul style="list-style-type: none"> <li>○ Outdoor and off site learning experiences</li> </ul>	
<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>SOUD3021 SOUD3047 SOUD3073 SOUD3074 SOUD3051 SOUD3049 SOUD3076 SOUD3077</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>					

## 2.13 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>	SOUD3047 <sup>17</sup>
An exposition to explain this map: Click here to enter text.					

<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

## 2.14 Appendix:

No	Statement	Knowledge/ Understanding	Cognitive and Intellectual skills	Key Transferable	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 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	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

### 3. 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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<p><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.</p>
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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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<p><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.</p>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> <b>At the end of the module the student will be expected to be able to:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate comprehensive knowledge and understanding of a range of research methods.</li><li>2. Display understanding and critically reflect on the contribution of research to policy and practice in sport/adventure.</li><li>3. Demonstrate enhanced skills in research design based on ethical principles.</li><li>4. Use skills linked to empirical data collection, critical analysis techniques, and in the presentation of research findings.</li></ol>
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<b>DATE OF APPROVAL:</b> 07/2014	<b>FACULTY/OFFICE:</b> Education
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<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> 2023/24	<b>NATIONAL COST CENTRE:</b> 108
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<b>MODULE LEADER:</b> Mike George	<b>OTHER MODULE STAFF:</b> Ben Roper, Ben Reynolds, Kirsten Height
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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%	

<p><b>Updated by:</b> Mike George  <b>Date:</b> 23/05/23</p>	<p><b>Approved by:</b> Ben Roper 23/05/23</p>
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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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<b>SHORT MODULE DESCRIPTOR:</b> 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.
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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> 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.
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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. 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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<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> 2023/24	<b>NATIONAL COST CENTRE:</b> 104
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<b>MODULE LEADER:</b> Kirsten Height	<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% 100%	Timed Essay based on case study (LO3 & LO4)

<b>Updated by:</b> Kirsten Height <b>Date:</b> 23/05/23	<b>Approved by:</b> Ben Roper <b>Date:</b> 23/05/23
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## 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.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
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	1,3,4,5

LO4. Critically evaluate the planning and delivery of a contextualised series of sessions to develop an individual or team	
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<b>DATE OF APPROVAL:</b> 21/01/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> South Devon College
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<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1
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Notes:



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

**ACADEMIC YEAR: 2023/24**  
**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%

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

**Updated by:** Ben Roper  
Date: 23/05/23

**Approved by:** Ben Reynolds  
Date: 23/05/23

## 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	1, 3, 4, 5

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		
<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: 2022/23**  
**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		
<b>Updated by:</b> Ben Roper 23/05/23	<b>Date:</b>	<b>Approved by:</b> Ben Reynolds Date: 23/05/23

## 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.	1,3,4,5

LO4. Analyse contemporary issues in sport within the UK.	
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<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: 2023/24**  
**MODULE LEADER: Mike George**

**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**

**Updated by:** Mike George  
Date: 23/05/23

**Approved by:** Ben Roper  
Date: 23/05/23