UCSD
UNIVERSITY CENTRE
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-2024

Cert HE Sport Coaching

Contents

1. Welcome and Introduction to *Cert HE Sports Coaching*.

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)](). It can also be navigated by going to [www.ucsd.ac.uk]() and searching for student handbook.

The Cert HE Sports Coaching 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, HE Lead & Higher Education Coordinator	Ben Roper	benroper@southdevon.ac.uk
Programme Coordinator	Ben Reynolds	benjaminreynolds @southdevon.ac.uk
Curriculum Head	Danny Gaze	danielgaze@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

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.

Your personal tutor is Ben Roper. Ben is a sports coach by background, having coached basketball from grassroots to international level, and has been working in both Further

and Higher education for fifteen years. He has a Masters in Coaching Science and a postgraduate qualification in teaching. He is currently the Head of Coaching and Player Development for Plymouth Basketball Club.

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

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can 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

Module Leader	Modules	Contact
Ben Roper	UCSD1098 – Foundations of Coaching UCSD1100 – Developing Coaching Practice UCSD1103 – Context, Policy and Practice UCSD1104 – Research Project	benroper@southdevon.ac.uk
Mike George	UCSD1097 – Developing Academic and Professional Skills	mikegeorge@southdevon.ac.uk

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

www.cimpsa.co.uk/standards

1.7   Curriculum design principles

Programme Rationale (summary)

The Cert HE is designed to introduce and underpin the knowledge, skills and behaviours (KSB's) needed to be successful as a sports coach. The overarching plan is the development of student's knowledge, skills and behaviours in the design, implementation, and evaluation of progressive programmes to develop individuals or groups. This is achieved through exploring the underpinning theories of coaching, planning, motor behaviour, stakeholder influence and inclusive practice.

The programme has been shaped by the Level 4 Sports Coach Apprenticeship as a key driver for the shape of the programme. The knowledge, skills and behaviour that are required within the apprenticeship provide the underpinning basis of the content taught within the programme. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and applying this to their developing professional practice.

Context

The curriculum is designed to support the learning that takes place on the Level 4 Sports Coach apprenticeship standard. This standard has been developed by a range of local and national employers to shape the expected knowledge, skills and behaviours that a coach would need within three sporting contexts. These are, community coach, sports coach and high-performance coach. As the curriculum underpins Level 4 Sports coach standard students who study on this will also be an apprentice, working within the industry to meet the employers need. The curriculum has been designed to reflect this and students will be able to apply their knowledge in the workplace in a sequenced manner that builds throughout the 18-month programme.

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.

1.8 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.

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

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

Assessment complies with the UCSD strategy of two assessments per 20 credit modules for the foundation degree programme. For the CertHE, there is a 40-credit module. Here, the apprenticeship standard, EPAO portfolio, and number of learning outcomes have shaped the assessment.

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.

Additionally, the CertHE modules will directly compliment the Level 4 standard by using assessment methods apprentices will be required to undertake for the EPA. This approach ensures students develop the skills needed to succeed for both the standard and when moving on to higher level skills.

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 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

- **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

- **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

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.

1.9   Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/ They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.

- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.

- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be

very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

The Knowledge, Skills and Behaviours listed below are from the Level 4 Sports Coach Higher Apprenticeship Standard available [here](#). Some of these are pathway specific and are relevant to the apprenticeship you are on. Your tutor will discuss this with you.

Knowledge, skills and behaviour mapping to modules

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
K1	Coaching philosophies and professional practice that consider key stakeholder needs, sporting contexts and codes				x	x			2
K2	Professional development planning methods and self-awareness skills training techniques			x	x	x			3
K3	Transformational coaching methods and strategic planning techniques				x	x			2
K4	Organisational vision, strategies, policies and processes required to ensure legal, ethical, effective and efficient coaching systems. Including current health and safety, safeguarding, data protection and equality laws						x		1
K5	Approaches to organisational workforce structures that underpin best practice and showcase the value of scope within the coaching team						x		1
K6	Coaching team development and deployment techniques aligned to all relevant and current legislation, policy, process, operating standards and scopes of practice			x			x		2
K7	Coaching service delivery approaches including industry support networks and collaborative, cohesive and competent coaching teams			x	x				2
K8	Curriculum design methods and coaching pedagogies relevant to the participants unique development needs, the demands of the sport or physical activity and the occupational environment			x	x				2
K9	Progressive programme design and delivery techniques that prioritises accessibility, duty of care and accelerate whole child/person development and sport specific skill acquisition			x	x				2
K10	Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations			x	x				2
K11	Inclusive coaching techniques that embed human rights, equality laws and conventions to ensure ethical coaching practice			x	x				2
K12	Chief Medical Officer guidelines, Public Health England agendas, organisational, sport specific and holistic approaches to wellbeing considering stressors relevant to the participants context						x		1
K13	Learning theories and skill acquisition techniques relevant to participant's unique development needs, the demands of the sport and occupational environment			x	x				2
K14	Positive learning environment attributes and behaviour management strategies relevant to the participant's unique development needs, demands of the sport and the occupational environment			x	x				2
K15	Developments in learning resources including technological advancements and wider industry support mechanisms that maximise engagement, development and performance gains			x	x				2
K16	Methods to measure the impact of the coaching strategies though analysis of key indicators from participant, coach, coaching team and			x	x				2

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
	organisational perception and performance data								
K17	UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences						x		**1**
K18	UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes						x		**1**
K19	Profiling and enquiry methods designed to measure bio-psycho-social attributes and inform whole person optimisation planning			x					**1**
K20	Profiling and enquiry methods designed to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals			x					**1**
K21	Session planning techniques that consider high performance athlete's/player's unique needs, goals and curriculum plans			x	x				**2**
K22	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with high performance sport policy			x	x				**2**
K23	Session delivery and adaptation techniques that motivate high performance players/athletes through tailored coaching and communication methods for maximum impact			x	x				**2**
K24	Session evaluation methods that measure sustainable development and performance gains to shape future plans as part of the continuous enquiry cycle			x	x				**2**
K25	Methods to measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete/player results against national and international benchmarks			x	x				**2**
K26	Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences						x		**1**
K27	Community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching pedagogy and process effectiveness						x		**1**
K28	Profiling and enquiry methods designed to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities			x	x				**2**
K29	Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed			x	x				**2**
K30	Session planning techniques that consider each participant unique motives, access and development needs, goals and seasonal plans			x	x				**2**
K31	Session delivery and adaptation techniques including tailored coaching and targeted communication methods for maximum impact on long-term engagement and enrichment			x	x				**2**

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
K32	Session evaluation methods that measure engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle			x	x				**2**
K33	Methods to measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks			x	x				**2**
K34	National trends in education, the Department for Education strategies, Statutory Guidelines, DfE National Curriculum the Ofsted Education Inspection Framework and the educational paradigm shift			x	x				**2**
K35	School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness						x		**1**
K36	Profiling and enquiry methods designed to measure whole child development dimensions considering cognitive, social, emotional and physiological stages of development						x		**1**
K37	Profiling and enquiry methods designed to measure psychomotor, technical and tactical skills in physical activity contexts drawn from the Department for Education National Curriculum and enable physical education targets to be agreed			x	x				**2**
K38	Session planning techniques that consider each child's unique profile, development needs, educational targets, and curriculum plans			x	x				**2**
K39	Session preparation techniques including resource organisation, event risk assessment and safe operating procedures in line with school health and safety policy			x	x				**2**
K40	Session delivery and adaptation techniques that inspire children though tailored coaching and communication methods for maximum impact			x	x				**2**
K41	Session evaluation methods that prioritise children's mastery of physical education standards, psychomotor skills and whole child development and shape future plans as part of the continuous enquiry cycle			x	x				**2**
K42	Methods to measure and evaluate the impact of coaching practice on school standards by comparing children's results against local and national benchmarks			x	x				**2**
S1	Influence key stakeholders in the sporting context through own coaching philosophy and professional practice		x		x	x			**2**
S2	Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training		x	x		x	x		**3**
S3	Develop transformational coaching strategies and tactics that consider sector, sport, organisation and participants unique needs		x	x			x		**2**
S4	Comply with legal, ethical, effective and efficient coaching systems that align to the		x				x		**1**

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
	organisational vision, strategies, policies and processes								
S5	Promote the value of the coaching team considering workforce structures and scopes including support staff, coaches, coaching assistants, and volunteers		x				x		**1**
S6	Facilitate the development of the coaching team through due diligence, inductions, development and performance monitoring		x	x			x		**2**
S7	Deliver effective coaching services through industry support networks and a collaborative, cohesive and competent coaching team		x	x	x				**2**
S8	Design high quality curriculum that considers participants' unique profiles, promotes ownership and informs micro, meso and macro plans as relevant to the sporting context		x	x	x				**2**
S9	Designs and delivers progressive programmes and selects coaching pedagogies that maximise engagement, whole child/person development and accelerates sustainable skill acquisition		x	x	x				**2**
S10	Delivers safe and effective coaching support to participants in practice, at events or competitions and influences learning and skill transfer across situations		x	x	x				**2**
S11	Embrace each participants uniqueness, their rights and advocates fairness, equality and diversity within the coaching environment		x				x		**1**
S12	Promote holistic wellbeing to control/contain stressors experienced by participants in their own context and environment		x	x	x				**2**
S13	Facilitate participant development by applying learning theory and skill acquisition techniques relevant to participants needs, sport specific demands and context		x	x	x				**2**
S14	Facilitate participant development and skill acquisition through positive learning environments and behaviour management strategies		x	x	x				**2**
S15	Facilitate participant development and skill acquisition through technological advancements and wider industry support mechanisms		x	x	x		x		**3**
S16	Measure the impact of the coaching strategies though analysis of participant, coach, coaching team and organisational perception and performance data		x	x	x				**2**
S17	Proactively responds to global trends, strategies, and contemporary issues in high performance sport to ensure best practice in coaching		x				x		**1**
S18	Embrace the high-performance context, culture, organisational direction, and codes to deliver effective coaching processes		x				x		**1**
S19	Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation		x	x		x			**2**
S20	Profile athlete/players to measure sport specific technical and tactical attributes and inform sustainable development and high-performance goals		x	x		x			**2**
S21	Plan sessions that consider high performance athlete's/player's unique needs, goals,		x	x	x	x			**3**

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
	curriculum, progressive programmes, practice, and competition schedules								
S22	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with high performance sport policy		x	x	x	x			**3**
S23	Deliver safe, inclusive sessions and makes adaptations in the moment to accelerate development and maximise performance gains through relevant coaching and communication methods		x	x	x	x			**3**
S24	Evaluate sessions to monitor sustainability of athlete/player development and performance gains to shape future plans as part of the continuous enquiry cycle		x	x	x	x			**3**
S25	Measure the impact of the coaching practice on the national and international positioning of the sport by comparing athlete or player results against national and international benchmarks		x		x	x			**2**
S26	Proactively responds to sector strategies, social change agendas, national and local trends in physical activity participation and contemporary influences		x		x	x	x		**3**
S27	Embrace the community category, context, culture, codes, stakeholders and public sector duty to deliver effective coaching pedagogies and processes		x		x	x	x		**3**
S28	Profile participants to measure whole child/person development dimensions considering cognitive, social, emotional and physiological capabilities		x		x	x			**2**
S29	Profile participants motives, behavioural norms, psychomotor skills, technical and tactical awareness in community sport and physical activity contexts to enable goals to be agreed		x		x	x			**2**
S30	Plan targeted and accessible sessions that consider each participant's unique motives, development needs, goals and seasonal plans		x		x	x			**2**
S31	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with community organisation health and safety policy		x		x	x			**2**
S32	Deliver safe and inclusive and effective sessions and makes adaptations in the moment to engage and enrich participants though tailored coaching and targeted communication methods for maximum impact		x		x	x			**2**
S33	Evaluate sessions to monitor engagement, enrichment and whole child/person development dimensions to shape future plans as part of the continuous enquiry cycle		x		x	x		x	**3**
S34	Measure the impact of coaching practice on social change associated with access, participation, performance, equality and wellbeing by comparing results against local and national benchmarks		x					x	**1**
S35	Proactively responds to national trends in education standards, paradigm shifts, strategies and contemporary influences in school and physical education		x		x	x	x		**3**
S36	Embrace the school category, context, culture, codes, stakeholders, and statutory guidelines to		x	x	x	x	x		**4**

		Tutorial	On the job	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104	Total modules for each KSB
	deliver effective coaching pedagogies and processes								
S37	Profile whole child development dimensions considering cognitive, social, emotional and physiological stages of development		x		x	x			**2**
S38	Profile children's psychomotor, technical and tactical skills in physical activity contexts drawn from the DfE National Curriculum to enable physical education targets to be agreed		x		x	x			**2**
S39	Plan safe, inclusive and effective sessions that consider each child's unique development needs, educational targets and curriculum plans		x		x	x			**2**
S40	Prepare for sessions by organising resources, conducting event risk assessment and ensures safe operating procedures in line with school health and safety policy		x		x	x			**2**
S41	Delivers safe, inclusive and effective sessions and makes necessary adaptations to develop children's psychomotor skill mastery though tailored coaching and communication methods for maximum impact		x		x	x			**2**
S42	Evaluate sessions to monitor children's mastery of physical education standards, psychomotor skills and whole child development to shape plans as part of the continuous enquiry cycle		x		x	x		x	**3**
S43	Measure and evaluates the impact of coaching practice on school standards by comparing children's results against local and national benchmarks		x		x	x		x	**3**
B1	Advocate: acts as an ambassador for the organisation and sector both internally and externally	x	x	x	x	x	x		**4**
B2	Inspirational: leads by example, acts with integrity, builds trust and demonstrates respect for others	x	x	x	x	x	x		**4**
B3	Ethical: accepts responsibility and is committed to equality, diversity, human rights and safe practice	x	x	x	x	x	x		**4**
B4	Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes	x	x	x	x	x	x		**4**
B5	Motivational: considers participants unique needs and tailors' solutions to meet their unique needs	x	x	x	x	x	x		**4**
B6	Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands	x	x	x	x	x	x		**4**
B7	Results orientated: influences change by soliciting and acting on feedback to deliver results	x	x	x	x	x	x		**4**
B8	Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector	x	x	x	x	x	x		**4**
	Total KSBs in each module								

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.

Upon successful completion of the Cert HE students will be able to move into Level 5 of the FdSc Sports Coaching foundation degree. As the CertHE is delivered over 18 months students can progress onto the Level 5 on the following September after their EPA. These students can also progress into employment with their current employer or progress elsewhere in the sector.

Additional career progression and other additional opportunities will be included in tutorials throughout the year. Initial advice and guidance will be provided to individual students who may want to progress to other higher education institutes.

1.10 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	UCSD1097 – LO3, LO4 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4 UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – 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		UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	Programme Aim 3 Programme Aim 4	UCSD1097 – LO1, LO2, LO3, LO4 UCSD1098 – LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4	UCSD1097 – A1 – LO1, LO2 A2 – LO3, LO4 UCSD1098 – A2 LO3, LO4 UCSD1102 – LO1, LO2, LO3, LO4		Engagement in UCSD Student Voice activities
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	UCSD1097 – A1 LO1, LO2 UCSD1099 – A2 LO3, LO4		Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	Programme Aim 5	UCSD1097 – LO4 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4 UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – LO3, LO4 UCSD1102 – 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		SDC & UCSD Career Events
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	UCSD1097 – A2 – LO3, LO4		UCSD Employability Support and Personal Tutor Support
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	UCSD1097 – 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	UCSD1097 – A2 – LO3		UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	Programme Aim 1,2,3,4	UCSD1097 – LO3 UCSD1098 – LO1, LO2, LO3, LO4 UCSD1099 – LO3, LO4	UCSD1097 – A2 – LO3 UCSD1098 – A1 - LO1, LO2, A2- LO3, LO4		Engagement with Personal Tutor and Programme Staff

			UCSD1100 – LO1, LO2, LO3, LO4 UCSD1101 – LO3, LO4	UCSD1099 – A2 LO3, LO4 UCSD1100 – A1 LO1, LO2, A2 LO3, LO4 UCSD1101 – A2 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	UCSD1097 – A2 – LO4		Linkedin

Further information: 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.	Extra employability-related activity will be recorded on the Employability Activity Form.

1.11   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:
You wanted the timetables to remain Monday and Tuesday	We have kept the timetable on Tuesday but are unable to keep the Monday session do to the structure of other programmes. The second day will be Wednesday which was determined as the next best option
You would like a structure and word counts to assessments	After discussion with the group and EE we have determined that at level 4 structure and word counts will be given. At Level 5, only structure will be provided. This will help learners with the transition to being independent

1.12   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)

Policy/Procedure/R egulation	Provision	Comments

Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	UCSD on programme learning and UKCS for EPA
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	UCSD on programme learning and UKCS for EPA
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	Stage 1 is dealt with UCSD UCSD on programme learning and UKCS for EPA
Other – please stipulate		

1.13   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 we are here to help and can support you to make the right decisions for you and your studies. 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, we are here to support everyone. The team can 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 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, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

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

HE Employability
The Employability team are available to support you as your career plans develop. They support you to search for 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

Before you start your programme, you should engage with the online 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.

1.14   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Add anything course specific under the core text of the three elements of the SD Graduate.

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a

tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate

2. Programme Specification

2.1 Programme Details

CertHE Sports Coaching

Final award title: Certificate of Higher Education Sports Coaching

Level X Intermediate award title(s)

Level X Intermediate award title(s)

UCAS code

HECOS code: 100095

LCDS code: MA.4

2.2 Awarding Institution: South Devon College

Teaching institution(s): South Devon College

2.3 Accrediting body(ies)

Summary of specific conditions/regulations

Date of re-accreditation

2.4 Distinctive Features of the Programme and the Student Experience
Intent of the programme

At University Centre South Devon, we offer a platform for students to achieve their goals here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond.

The success and well-being of every student is important to us. When they study with South Devon College, they'll be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

While studying for a Cert HE Sports Coaching award, students will come to appreciate that coaching best understood by adopting an integrated, multiple facets to develop and progress individuals. The programme is dynamic, examining a range of theories, issues and subjects relating to the practice within the sports coaching industry.

The overarching plan is the development of student's knowledge, skills and behaviours in the design, implementation and evaluation of progressive programmes to develop individuals or groups. This is achieved through exploring the underpinning theories of coaching, planning, motor behaviour, stakeholder influence and inclusive practice. This has been shaped by the Level 4 Sports Coach Apprenticeship as a key driver for the shape of the programme. The knowledge, skills and behaviour that are required within the apprenticeship provide the underpinning basis of the content taught within the programme.

Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and applying this to their developing professional practice.
The programme aims to enable an effective, efficient and enjoyable learning experience which is also a sound preparation for the workplace and for continuing individual and career development taking a proactive approach to partnership working between tutors, students, and employers.

- **How is the programme implemented inc. teaching and learning, assessment and academic support;**

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.

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.

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.

This will take place from September to June. For apprentice's, delivery will consist of a one day a week programme, with their practical learning achieved through their on the job training. End point assessment will take place in line with the Sport Coach apprenticeship standard within an eighteen-month period.

- **What is the impact of the qualification, inc. employment, progression and other destinations**

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

Upon successful completion of the Cert HE students will be able to move into Level 5 of the FdSc Sports Coaching foundation degree. As the CertHE is delivered over 18 months students can progress onto the Level 5 on the following September after their EPA. These students can also progress into employment with their current employer or progress elsewhere in the sector.

Additional career progression and other additional opportunities will be included in tutorials throughout the year. Initial advice and guidance will be provided to individual students who may want to progress to other higher education institutes.

2.5   Relevant external reference points

- **Framework for Higher Education Qualification (2014)**
- **Subject Benchmark Statement – Events, Hospitality, Leisure, Sport and Tourism (2019)**
- **CIMSPA Professional Standards – Coach v1.0**
- **Level 4 Sports Coach Apprenticeship Standard ST0770/ Higher Technical Qualification**

2.6   Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1097	Developing Academic and Professional Skills	20	2023/24	1	Core

UCSD1098	Foundations of Coaching Practice	20	2023/24	1	Core
UCSD1100	Developing Coaching Practice	20	2023/24	2	Core
UCSD1103	Coaching Context, Culture and Policy	20	2023/24	1	Core
UCSD1104	Research Project	40	2023/24	2	Core

2.7 Programme Aims

The programme will provide:

1) Students who can demonstrate knowledge and understanding of coaching and learning and how these can be promoted, encouraged, and enhanced through appropriate intervention and guidance

2) Students able to identify the related research and current and emerging theories related to the coaching sector

3) Students who can demonstrate a range of academic, personal, practical, vocational, and transferable skills with the ability to communicate and present ideas and information

4) Students who self-disciplined and can demonstrate the ability to apply industry standard practice of coaching, communication, teamwork and problem-solving skills in known situations

5) Integrate skills and understanding of a range of inter-related factors when applying key principles of coaching to enhance understanding and solve problems within the coaching sector

2.8 Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1) The ability to identify the fundamentals of coaching, showing appreciation and application of these concepts to a specific context

2) The ability to explain knowledge and skills which reflect academic developments in the fundamental principles coaching

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1) The ability to research and assess subject specific facts, theories, principles and concepts.
2) The emerging ability to assess evidence including interpreting data and text to a specific project
3) The ability to apply knowledge to the solution of familiar and unfamiliar problems.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Present key information using verbal and written communication, presentation, numeracy and ICT skills
2) Plan and manage learning; reflecting on practice where appropriate
3) Work independently and support others as part of a team when required
4) Use problem solving skills where appropriate

8.4. Employment related skills

On successful completion graduates should have developed:

1) An identified career pathway and employment opportunities for continuing professional development in coaching
2) Reflection skills to provide appropriate strategies for the continued development of their ability to improve the performance of individuals

8.5. Practical skills

On successful completion graduates should have developed:
1) Core coaching competencies including the principles of session planning and management, coaching behaviours and evaluation.
2) Identify improvements from experiential knowledge when planning, designing and executing appropriate sport coaching practical activities using suitable approaches

2.9 Apprenticeship Mapping referring to your indicative sequence of delivery

This approach must be agreed in advance

On programme and end point assessment if required

2.10 Admissions Criteria, including APCL, APEL and DAS arrangements

NB The following table is a draft exemplar for an undergraduate programme

Entry Requirements for *enter qualification title*	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
T Level	
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level,

	If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	Students will need to show evidence of previous work experience as a sports coach. This could be through a variety of examples such as video, assessments or NGB qualifications.
Interviews	Interviews for the course may be required where students do not have the necessary qualifications but may show other non-traditional learning (e.g. significant experience within the industry or additional vocational qualifications).

DBS requirements
Whilst a DBS is not a requirement to join the course, students may need to apply for one to begin employment as an apprentice. The cost of this is usually covered by the employer. In addition, it is common for many roles in the sector that a DBS is required for employment. For potential apprentices who do not believe they may be able to attain one they should factor this into their decision making when considering this course.

2.11 Non Standard Regulations

The programme requires nonstandard regulations of a 10 and 50 credit module

2.12 Transitional Arrangements

Upon successful completion of the Cert HE students will be able to move into Level 5 of the FdSc Sports Coaching foundation degree. As the CertHE is delivered over 18 months students can progress onto the Level 5 on the following September after their EPA. These students can also progress into employment with their current employer or progress elsewhere in the sector.

If there is a suitable demand it is possible an in year start maybe considered.

Appendices
Programme Specification Mapping (UG) – core/elective modules
Assessment
Reading Lists

Appendix 1: **Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes**
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																					Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3			
Level 4	**UCSD1097 – Developing Academic and Professional Skills**		x			x		x		x	x	x	x	x	x	x	x	x	x			Y	C1 – 100%
	UCSD1098 – Foundations of Coaching Practice	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x		Y	C1 – 50% P1 – 50%
	UCSD1100 – Developing Coaching Practice	x	x			x	x	x	x	x	x	x	x				x	x	x	x		N	C1 – 60% P1 – 40% P2 – P/F
	UCSD1103 – Context, Culture and Policy	x	x			x		x		x						x	x					Y	P1 – 100%
	UCSD1104 – Research Project		x	x		x	x	x	x	x	x		x			x	x					Y	C1 – 80% P1 – 20%
Level 4 LOs																							

Module	Level	Credits	C - core	**Award Learning Outcomes** (for more information see Section 8 of the Programme Specification)
Title			E - elective	Please map where a module does one or more of the following: **I** – ALO is **introduced**

A –ALO is **assessed**

Module				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
UCSD1097 – Academic and Professional Skills	4	20	C			I		I/A		I/A		I/A	I/A	I	I/A	I/A	I	I/A	I/A	I	I/A		
UCSD1098 – Foundations of Coaching Practice	4	20	C	I/A	I/A	I/A		I/A	I/A	I/A	I	I/A	I/A	I/A	I/A			I	A	I/A	I/A	I	
UCSD1100 – Developing Coaching Practice	4	20	C	I/A	I/A			A	I/A	I/A	I/A	A	I/A	I	I/A				I/A	I/A	I/A	I/A	
UCSD1103 – Context, Culture and Policy	4	20	C	I/A	A			A		A		A						I/A	I/A				
UCSD1104 – Research Project	4	20	C		I/A	I/A		I/A	I/A	I/A	A	A	A		A			I	A				

Module Code	Module Name	Mode of Assessment	Submission Date
Level 4:			
UCSD1097	Developing Academic and Professional Skills	Coursework	31/10/22
UCSD1097	Developing Academic and Professional Skills	Practical	12/02/22
UCSD1098	Foundations of Coaching Practice	Coursework	28/11/22
UCSD1098	Foundations of Coaching Practice	Coursework	16/01/23
UCSD1110	Developing Coaching Practice	Coursework	24/04/23
UCSD1110	Developing Coaching Practice	Practical	05/06/23
UCSD1103	Context, Culture and Policy	Practical	24/11/24
UCSD1104	Research Project	Coursework	29/04/24

3. Reading Lists

(Please insert an * if a resource is available electronically)

Year 1	UCSD1097	UCSD1098	UCSD1100	UCSD1103	UCSD1104
Core (2 resources)	Pears R & Shields G (2022), Cite Them Right: The Essential Referencing Guide (12th Edition), Palgrave MacMillan	Hodges, N. J. and William, A. M. (Eds). (2020) Skill Acquisition in Sport: Research, Theory and Practice (3rd ed.) London: Routledge.	Lyle, J. & Cushion, C. (2017) *Sports Coaching Concepts (2nd ed.)* Routledge: London		North, J. (2017) Research and Practice for Sport Coaching. Oxon, Routledge
	Hopkins, D. & Reid, T. (2018) *The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University (Student Success)* London: Sage	Nelson, L., Groom, R. & Potrac, P. (2016) *Learning in Sports Coaching – Theory and Application* London: Routledge	Cope, E., & Partington, M. (2020) *Sports Coaching: A Theoretical and Practical Guide*		Jones, I. (2022) *Research Methods for Sports Studies (4th Ed),* Oxon: Routledge
Further	Cottrell, S. (2020) *Skills for Success: Personal Development and Employability* London: Macmillan Study Skills	Davids, A *et al* (2020) Dynamics of Skill Acquisition: A Ecological Approach (2nd ed.) Europe: Human Kinetics	Armour, K. (2011) Sport Pedagogy: An Introduction for Teaching and Coaching: Routledge.		Gratton, C. & Jones, I. (2014) Research Methods for Sports Studies. Oxon, Routledge
	Burns, T., and Sinfield, S. (2012). *Essential Study Skills: The Complete Guide to Success at University.* (3rd ed.). Sage	McMorris, T. (2014). Acquisition and Performance of Sports Skills, 2nd Edition, Chichester, Wiley-Blackwell	Martens, R. (2012). *Successful coaching.* 1st ed. Human Kinetics. (Leeds)		Nelson, L., Groom, R. & Potrac, P. (2014) (Research Methods in Sports Coaching (1st ed.). Routledge.
	Greetham, B. (2013). *How to Write Better Essays* (3rd ed.). Palgrave Macmillan.	Martens, R. (2012). *Successful coaching.* 1st ed. Human Kinetics. (Leeds)	Potrac, P., Jones, R., Cassidy, T. G. (2009). *Understanding Sports Coaching.* London: Routledge.		CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail

	Bedford, D., and Wilson, E. (2013). *Study Skills for Foundation Degrees* (2nd ed.). Abingdon: Routledge	Schmidt, RA. and Lee, T.D. (2011): Motor Control And Learning: A Behavioural Emphasis. Rev. 5th ed. Leeds: Human Kinetics	Lyle, J. & Cushion, C. (2010) *Sports Coaching, Professionalism and Practice.* Churchill Livingstone: Elsevier		
Journals	Educational Action Research	International Journal of Sports Coaching	International Journal of Sports Coaching	International Journal of Sports Coaching	International Journal of Sports Coaching
	Patient Education and Counselling	Cushion, C. (2007) 'Modelling the complexities of the coaching process', International Journal of Sports Science and Coaching, 2 (4): 395–401	Sports Coaching Review	Sport Coaching Review	Sport Coaching Review
	Reflective Practice	Cushion, C.J., Armour, K.M. and Jones, R.L. (2006) 'Locating the coaching process in practice: models "for" and "of" coaching', Physical Education and Sport Pedagogy, 11 (1): 83–99.	Journal of Physical Education and Sport Pedagogy		
	Teaching and Teacher Education	Lyle, J. (2007) 'Modelling the complexity of the coaching process: a commentary', International Journal of Sports Science and Coaching, 2 (4): 407–409.			
		Sports Coaching Review			
Other resources	www.prospects.ac.uk	www.ukcoaching.org	www.ukcoaching.org	www.ukcoaching.org	
	http://www.bized.ac.uk	UK Coaching Framework https://www.ukcoaching.org/sites	CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail	UK Coaching Framework https://www.ukcoaching.org/sites	

	/default/files/CDM%20User%20Guide_0.pdf		/default/files/CDM%20User%20Guide_0.pdf	
http://www.statistics.gov.uk	CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail		CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail	
http://www.dti.gov.uk				

4. Module Records

South Devon College Module Record

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

MODULE CODE: UCSD1097   **MODULE TITLE: Developing Academic and Professional Skills**

CREDITS: 20   **FHEQ LEVEL: 4**   **HECOS CODE:** 100097 sports management

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(400 characters)*

This module is designed to enable students to develop the skills needed to succeed in their academic and professional practice during their time on programme and beyond. Students will also undertake work placement to reflect on their ability to bridge theory and practice in their own development.

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)		**P2** (Practical)	
T1 (Test)		**O1** (online time-limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching and Fitness

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to develop students understanding of research and practice within degree level study and becoming autonomous learners at HE level. It aims to cover aspects such as study skills and develop key practical skills that are relevant to their career development and practice. To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.

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: Demonstrate an ability to identify, locate, evaluate, and use information appropriate to the task in hand. LO2: Reflect on methods to communicate, establish, and engage with participant needs in sport and fitness LO3: Examine reflection models and their application within coaching and instructing based on participant feedback LO4: Analyse own strengths and areas requiring further development regarding instructing and coaching	KU – 3 CIS – 1,2,3 KTS – 1,2,3 ERS – 1,2,3,4 PS – 1,2

DATE OF APPROVAL: 26/04/2022	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 21/09/2022	**SEMESTER: Semester 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:
http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Academic Writing
- Higher level academic writing regulations and standards
- Referencing
- Researching – source quality and locations

Professional Skills
- Questioning - types and applications to gain participant feedback and enable customer service
- Discussion - types and applications to gain participant feedback and enable customer service
- Interviews – types and applications to gain participant feedback and enable customer service
- Listening – active and passive, types, and applications to gain participant feedback and enable customer service
- Communication – open and closed, verbal and non-verbal, types and applications

SWOT analysis
- Professional Development plans
- Appropriate CPD

Reflection Models
- Self-awareness
- Dewey – introduction and basis
- Schon – reflection in action and reflection on action
- Kolb – model of Reflection
- Gibbs – reflective model
- Brookfield – becoming critically reflective

Feedback
- Feedback cycle
- Impact of coach or instructor on participant experience
- Using models to develop practice based on feedback

Work Based Learning
- Overview of organisations structure, vision and aims
- Deployment of workforce
- Legal, ethical, health and safety operating procedures
- Safeguarding and data protection
- Participant journey within organisation
- Responsibilities within role
- Customer Service expectations
- Retention and recruitment of participants
- Relevant legislation, policy and practice
- Support networks

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecturers	30	2 hours a week for 15 weeks
Seminars	15	1 hour a week for 15 weeks
Work based learning	20	Work-based setting
Guided Independent Study	135	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (LO1) – Review on Sports Coaching or Fitness Current Issue (1500 words)	35%
	Portfolio (LO1, LO3, LO4) - Methods of Reflection, self-reflection, SWOT & WBL tasks (2500 words)	65%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (LO1) – Review on Sports Coaching or Fitness Current Issue (1500 words)	35%
	Portfolio (LO1, LO3, LO4) - Methods of Reflection, self-reflection, SWOT & WBL tasks (2500 words)	65%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 14/02/2023	**Approved by**: Ben Roper Date: 14/02/2023

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1098   **MODULE TITLE: Foundations of Coaching**

CREDITS: 20   **FHEQ LEVEL: 4**   **HECOS CODE: 100095 sports coaching**

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(400 characters)*
This module has been designed to develop learners' awareness of skill acquisition/ learning and the role this plays within coaching. This module is designed to provide underpinning theories to enable students to apply this knowledge to practical situations as a coach in the future.

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)		**P2** (Practical)	
T1 (Test)		**O1** (online time-limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching and Fitness

Professional body minimum pass mark requirement: NA

MODULE AIMS:
To enable learners to understand, describe and examine how individuals learn and acquire skill within sporting environments. Learners will look at this within the context of the coaching process and how this links to skill development. Learners will be encouraged to apply theoretical concepts to practical situations. Many of the key theoretical concepts can be supported by practical and experimental work. Learners will also describe the importance of inclusive practice and how this can impact participants

ASSESSED 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: Investigate and explain coaching philosophies to develop your own practice
LO2: Describe the importance of inclusive practice within coaching
LO3: Discuss current research and practice in skill learning and development and its application sport and exercise.
LO4: Explain teaching and learning strategies that can be employed within coaching	KU – 1,3
CIS – 1,2,3,4
KTS – 1,2,3,4
ERS – 4
PS – 1,2

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2022	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

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

ACADEMIC YEAR: **NATIONAL COST CENTRE: 108**
MODULE LEADER: **OTHER MODULE STAFF:**
                                                      http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Coaching Philosophies
- Importance
- Continual development
- Impact of whole coaching process
- Characteristics of skilled performance
- Skill classification systems
- Motor control, motor learning and motor development
- Perception
- Factors influencing reaction time
- Memory and selective attention
- Information Processing Theories
- Ecological Approaches/ Dynamic Systems
- Open and Closed Loop control systems

Stages of learning / Transfer of learning;
Learning theories
- Behavioural
- Experiential
- Observational
- Constructivist

Curriculum Planning
- Planning formal learning
- Subject/ learner/ problem centred
- Spiral
- Scaffolded
- Progressive

Welfare of participants
- The person – human rights, equality, engage and support
- Inclusive coaching environments – behaviour management
- Duty of care – preparing for activities, ethical practice
- Specific equipment
- Safe systems of work
- Personal safety/ Hazards
-
- Teamwork
- Communication
- Stakeholders

Qualitative methods of investigation – interviews and observations

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	22.5	1.5hrs per week for 15 weeks
Seminars	22.5	1.5hrs per week for 15 weeks
Practical	15	1hr per week for 15 weeks
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO3, LO4) – Explain how learning works and teaching and learning strategies to achieve this (2000 words)	100%
Practical	Professional Discussion (LO1, LO2) – what is your philosophy as a coach and how can you be inclusive?	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO3, LO4) – Explain how learning works and teaching and learning strategies to achieve this (2000 words)	100%
Practical	Professional Discussion (LO1, LO2) – what is your philosophy as a coach and how can you be inclusive?	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper	**Approved by**: Mike George
Date: 14/02/2023	Date: 14/02/2023

South Devon College Module Record

MODULE CODE: UCSD1100   **MODULE TITLE: Developing Coaching Practice**

CREDITS: 20   **FHEQ LEVEL: 4**   **HECOS CODE: 100095 sports coaching**

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR: *(400 characters)*
This modules aims to explore processes of coaching and the particular elements of coaching practice that a coach will undertake. This will include the behaviour of coaches during sessions and how this links to strategies to improve performance.

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1** (Practical)	40%
E2 (Clinical Examination)		**A1** (Generic assessment)		**P2** (Practical)	P/F
T1 (Test)		**O1** (online time-limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching and Fitness

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module will develop students knowledge and skills in coaching practical sessions. Students with synthesise knowledge gained in the foundation of Coaching Practice module and apply in practice. They will also consider the approaches to planning and delivery and how they shape this approach as a practitioner. Students will develop their reflection skills on regarding sessions and consider the strengths and areas for improvement

ASSESSED 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: Analyse the role of the coaching process within a sporting environment LO2: Examine behaviours and strategies that can be employed coaches in different contexts LO3: Plan and deliver theoretically informed and inclusive sessions that can be applied to a range of coaching contexts and individual needs. LO4: Review and evaluate the implementation of coaching philosophies and planning methods	KU – 1,3 CIS – 1,2,3,4 KTS – 1,2,3,4 ERS – 1,3,4 PS – 1,2,3

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2022	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Section B: Details of Teaching, Learning and Assessment

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:
http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Coaching Process

- Change during the coaching process
- Coaching practice
  - Inclusive
  - Goals and Targets
  - Outcomes
  - Progression
  - Analysing development
  - Behaviour management strategies
  - Using resources and technology
  - Meeting all participants needs
  - Appropriate presentation
  - Risk/ Safeguarding and safety
- Practice design
  - Who
  - What
  - How
  - NGB/ Sport England/ UK Sport/ DofE guidance
  - KPIs
  - Achieving outcomes through planning and delivery
- Practice & Competitive situations and games
- Practical and theoretical sessions
- Technical and tactical sessions
- Reflective practice
  - Self-awareness
  - Evaluation
  - Reflection models – positive reflection
  - Communities of Practice
- Lifestyle of the athlete/ individual
- Coaching Behaviours e.g.
  - Instructional
  - Praise
  - Feedback – to improve performance
  - Demonstration
- Reflective practice, self-appraisal, self-awareness

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	37.5	2.5hrs per week for 15 weeks
Practicals	22.5	1.5hrs per week for 15 weeks
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2) – What is the coaching process and how do coaches work in practice? (2000 words)	100%
Practical	Presentation (LO4) - Review and reflect on the delivery of coaching sessions, evaluating the approach taken	100%
Practical	Plan and deliver theoretically informed and inclusive sessions that can be applied to a range of coaching contexts and individual needs.	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2) – What is the coaching process and how do coaches work in practice? (2000 words)	100%
Practical	Presentation (LO4) - Review and reflect on the delivery of coaching sessions, evaluating the approach taken	100%
Practical	Plan and deliver theoretically informed and inclusive sessions that can be applied to a range of coaching contexts and individual needs.	P/F

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

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1103   **MODULE TITLE: Context, Culture and Policy**

CREDITS: 20   **FHEQ LEVEL: 4**   **HECOS CODE:**
100095 sports coaching

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(400 characters)*
This module is designed to give students the knowledge and understanding of the specific context in which they work. This will cover, community sport, school sport and high-performance environments. Each context is shape and managed in different ways which impacts upon practice. Students will understand these factors

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)		**P1** (Practical)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)		**P2** (Practical)	
T1 (Test)		**O1** (Online time-limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching and Fitness

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to develops students knowledge and understanding regarding trends that take place in different contexts within sports coaching. This is achieved through explorations of policies, strategies, cultures, and codes of practice.

ASSESSED 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: Describe your coaching context and how this is influenced by local policy and strategies LO2: Analyse how your coaching context is influenced by national policy and strategy LO3: Explain a specific policy relevant to your coaching context LO4: Evaluate the impact of a specific policy on your coaching context	KU – 1,2 CIS – 1,3 KTS – 1 ERS – 3, 4

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 23/09/2023	SEMESTER: Semester 1

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24　　　　　　**NATIONAL COST CENTRE: 108**
MODULE LEADER: Ben Roper　　　　　**OTHER MODULE STAFF:**
　　　　　　　　　　　　　　　　　　　　　http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

National trends in education, the Department for Education strategies, Statutory Guidelines, DfE National Curriculum the Ofsted Education Inspection Framework and the educational paradigm shift.

School stakeholders, context, category, strategies, culture and codes that influence coaching pedagogy and process effectiveness.

Sport England Professional Workforce Strategies, social change agendas, national trends on national physical activity participation, local data and contemporary influences

Community initiative or club context, culture, stakeholders, Sport England Coaching Plan, sport specific codes, geographic infrastructure and networks that influence coaching pedagogy and process effectiveness.

UK sport and sport specific strategies, global data, trends and contemporary issues in high performance sport, including social, economic, educational and technological influences.

UK sport guidelines, high-performance sport stakeholders, organisational context, culture, codes, direction and politics that influence coaching processes.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecturers	22.5	Block deliver over 3 days
Guided Independent Study	87.5	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**100**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation (LO1, LO2) 15-minute presentation on a local and national policy	50%
	Seminar (LO3, LO4) Group seminar on the application and impact of a specific policy in the work place	50% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation (LO1, LO2) 15-minute presentation on a local and national policy	50%
	Seminar (LO3, LO4) Group seminar on the application and impact of a specific policy in the work place	50% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 14/02/2023	**Approved by**: Mike George Date: 14/02/2023

South Devon College Module Record

<u>SECTION A: DEFINITIVE MODULE RECORD</u>. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1104   **MODULE TITLE: Research Project**

CREDITS: 40   **FHEQ LEVEL: 4**   **HECOS CODE:** 100962 research skills

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(400 characters)*
This module is designed to provide students with the underpinning theories to engage in research focused on their place of work. Students will analyse their workplace and undertake a project designed to improve or enhance the provision.

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*						
E1 (Examination)		**C1** (Coursework)	80%	**P1** (Practical)	20%
E2 (Clinical Examination)		**A1** (Generic assessment)		**P2** (Practical)	
T1 (Test)		**O1** (Online time-limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching and Fitness

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to provide students with the skills needed to undertake research in a work-based setting. Students will explore underpinning theories to research and consider how they can be applied in the work place. Students will develop a proposal regarding a project and undertake this using the research skills they have gained, presenting the outcomes upon completion.

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: Design and plan a research project related to your workplace. LO2: Apply appropriate research methods to a research project. LO3: Interpret data using appropriate methods of analysis. LO4: Evaluate data, building a coherent argument LO5: Present findings of the outcome and impact of your project.	KU – 2,3 CIS – 1,2,3,4 KTS – 1,2,4 ERS – 3,4

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24   **NATIONAL COST CENTRE: 108**
MODULE LEADER: Ben Roper   **OTHER MODULE STAFF:**
                                    http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Development of new coaching strategies, systems and services

Improvements to current coaching strategies, systems or services

- Defining research problems
- Undertaking literature reviews
- Choice of data acquisition method in relation to aims and objectives of investigation
- Types of information; approaches to research
- Resource implications of conducting an enquiry; planning a project
- Quantitative versus qualitative approaches to data collection
- Data analysis including Statistical distributions; statistical analysis; data description; data presentation; statistical pitfalls
- Observation; in depth interviews; qualitative data analysis

Structure

- Introduction
- Project scope, plan and key performance indicators (KPIs)
- Research and methods
- Results and outcomes
- Future recommendations and conclusions

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	1hr a week for 30 weeks
Seminars and tutorials	60	30hrs a week for 30 weeks
Guided Independent Study	410	Directed weekly reading, moodle based tasks, research and assessment
Total	**500**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Proposal (LO1) Proposed work-based learning project (500 words)	20%
	Report (LO2, LO3, LO4) Work based learning project and findings (4500)	80%
		100%
Practical	Presentation (LO5) – presenting the findings of your work-based learning research project (20 mins)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Proposal (LO1) Proposed work-based learning project (500 words)	20%
	Report (LO2, LO3, LO4) Work based learning project and findings (4500)	80%
		100%
Practical	Presentation (LO5) – presenting the findings of your work-based learning research project (20 mins)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 14/02/2023	**Approved by**: Mike George Date: 14/02/2023