



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-2024

FdSc Sports Coaching and Fitness

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1. Welcome and Introduction to FdSc Sports Coaching and Fitness

1.1 Welcome statement

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

The FdSc Sports Coaching and Fitness 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 are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub. See section [Student Support Hub](#) below for more information

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	benroper@southdevon.ac.uk

	UCSD2109 - Professional Practice in Sport and Fitness UCSD2111 - Applied Coaching and Leadership	
Mike George	UCSD1097 - Developing Academic and Professional Skills UCSD1101 - Nutrition and Ergogenics UCSD2110 - Research Methods UCSD2112 - Exercise Physiology	mikegeorge@southdevon.ac.uk
Simon Holden	UCSD1099 - Functional Anatomy and Physiology UCSD1102 - Training and Fitness Principles	simonholden@southdevon.ac.uk
Kirsten Height	UCSD2114 - Sport and Exercise Psychology	kirstenheight@southdevon.ac.uk
Neil Archer	UCSD2113 - Analysis in Sport and Coaching	neilarcher@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 FdSc Sports Coaching and Fitness is designed to introduce and underpin the knowledge, skills and behaviours (KSB's) needed to successfully work in the sports and fitness industry. While studying for a FdSc Sports Coaching and Fitness award, students will come to appreciate that coaching and fitness is best understood by adopting an integrated, multi-disciplinary approach to developing individuals biopsychosocially in sport coaching and fitness. The programme is dynamic, examining a range of theories, issues and subjects relating to the practice within the sports coaching and fitness industries.

The overarching plan during year one is the development of student's knowledge, skills and behaviours in the design and implementation of progressive programmes to develop individuals or groups. This is achieved through exploring the underpinning theories of coaching, anatomy and physiology, motor behaviour, fitness and nutrition. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and applying this to their developing professional practice.

In year two, students build on their knowledge base with a focus is on their ability to implement and evaluate the impact of approaches designed to improve individuals or groups. Students will explore how their professional practice is shaped and apply practical skills and knowledges learnt within the foundation degree through workplace learning. The college has links with a variety of employers in the local area and beyond which students could utilise when finding work placement

Context

South Devon College has a long and rich tradition of delivering Higher Education (HE) courses. The delivery of sport and coaching programmes in HE is firmly established at the college having the current FdSc Sports Coaching and Fitness and the BSc (Hons) Coaching top ups at Level 6. The current foundation degree programme is in its first year of delivery with a previous version having successfully been delivered since 2018.

When written, the programme was influenced by the Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism (2019), the CIMSPA Professional Standards – Coach v1.0 and the Level 4 Sports Coach Apprenticeship Standard ST0770/ Higher Technical Qualification.

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.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

As university lecturers in college Higher Education, we are all dual professionals, having worked for many years in the sector we teach about. Members of the team have worked as teachers and support staff in coaching, leadership, exercise, training and nutrition. We bring this knowledge and experience into classroom teaching.

We also maintain currency in our sector through employer liaison and engagement activities such as our annual conference, working with employers and placement mentors, and volunteering as school governors.

The depth of research, scholarly activity, and employment-related engagement that the team undertake is a particular strength of the programme. We bring all this into the classroom, ensuring your teaching and learning experience is excellent.

1.10 Resources to support outstanding teaching and learning

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. The facilities will provide environments for you to develop the KSBs needed to deliver effective coaching sessions. Students also have access to the Sports Analysis laboratory that has industry standard equipment such as [VALD force decks](#), [Watt Bike Atom](#), [Opto Jump Testing](#) and [Xsens Awinda Biomechanical](#) software. Students will develop their abilities to use these systems during modules such as UCSD1102 and UCSD2112

Students can also access analysis equipment such as the [I Sport Analysis Coaching Behaviour](#) software for coach observation. This is used to support the development of behaviours identified in academic research and valued by employers. In addition, the [Inplaysports analysis](#) software which

allows students to analyse individual and team performance in sports settings. These software systems will be developed during UCSD2113.

Students are encouraged to book in and develop their ability to use the resources available outside of curriculum time to maximise their skills when using them within their degree programme and assessments.

1.11 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. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.
- Assessment complies with the UCSD strategy of two assessments per 20 credit modules for the foundation degree programme.
- The programme aims to use a variety of assessment methods which embed employability skills to ensure inclusivity and the development of a variety of transferable skills. Other assessments are designed to either allow practical application of employability skills or develop student's transferrable skills. As such, the programme will include a range of assessment methods such as practical's, presentations, case studies, reports, essays, posters, primary research, reflective diaries, professional discussions, and research

projects. Practical assessments will make use of the college sports facilities where necessary and practicable.

- The individual needs of students have been considered throughout. For example, the nature of students that have previously enrolled on the course have needed high levels of additional support. The development and design of the programme and the overall content, such as an increase of assessed practical skills, ensures that all students regardless of their need will be able to achieve with the appropriate support systems from the College and various academic supports. The team will strive to deliver a challenging, yet flexible, learning experience with the addition of personalised support.
- Feedback to students occur after both formative draft assessments and summative submissions take place and is an integral part of the programme. Students will still be required to engage in extensive research around the subject to enhance and develop their understanding and regular feedback from draft activities, in tutorial and practical situations allows students to develop their understanding and their ability to communicate their ideas. Summative assessments will test knowledge, practical ability and critical reflection and evaluation and will therefore incorporate practical work, presentations and written reports. UCSD regulations state that summative feedback is given within four working weeks of submission dates and are indicated in the regulatory framework and explained to students throughout their course <https://www.ucsd.ac.uk/student-life/essential-information/>. The course team endeavours to give both written and verbal feedback to students after assessments are completed to ensure they can use this to improve future grades. Written feedback is available on Turnitin through Moodle for students to access continually, track their progress and monitor their development. All tutors use a standardised draft and summative feedback format to ensure consistency and clarity in feedback structure. Students will receive feedback on summative assessments and a provisional grade that will be agreed at Subject Assessment Panel and Award Board.

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1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College’s governance structures. 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:
Coaching module in semester 1 More practical assessments A consistent approach to structuring assignments	In the new programme coaching modules will be taught across the whole year In the new programme practical assessments now make up over 40% of the assessment At Level 4 we will provide a structure and word count. At Level 5 we will provide a structure but not a word count

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 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.

1.13 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.

1.14 UCSD Enterprise and Employability Framework Mapping

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

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

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

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

			UCSD1102 – LO1, LO2, LO3, LO4 UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4 UCSD2112 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD1101 – A2 LO3, LO4 UCSD1102 – A1 LO1, LO2, A2 LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – A1 LO1, LO2, A2 LO3, LO4 UCSD2111 – A1 LO1, LO2, A2 LO3, LO4 UCSD2112 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	Programme Aim 4	UCSD1097 – LO4 UCS2109 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4	Research showcase and employer engagement events	
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						Extra employability-related activity will be recorded on the Employability Activity Form.

1.15 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:
Coaching module in semester 1 More practical assessments A consistent approach to structuring assignments	In the new programme coaching modules will be taught across the whole year In the new programme practical assessments now make up over 40% of the assessment At Level 4 we will provide a structure and word count. At Level 5 we will provide a structure but not a word count

1.16 Applicable Regulations, Policy and Procedures

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

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals		
Assessment Policy	UCSD	
Other – please stipulate		

2 Programme Specification

2.1 Programme description

Final award title: Foundation Degree Science, Sports Coaching and Fitness

Level X Intermediate award title(s)

Level X Intermediate award title(s)

UCAS code: SPCF

HECOS code: 100095 – 60% / 101319 – 40%

LCDS code: MA.4 - 40%, RH.43 - 30%, HJ.5 - 30%

Awarding Institution: South Devon College

Teaching institution(s): South Devon College

Accrediting body(ies)

Summary of specific conditions/regulations

Date of re-accreditation

2.2 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 FdSc Sports Coaching and Fitness award, students will come to appreciate that coaching and fitness is best understood by adopting an integrated, multi-disciplinary approach to developing individuals biopsychosocially in sport coaching and fitness. The programme is dynamic, examining a range of theories, issues and subjects relating to the practice within the sports coaching and fitness industries.

The overarching plan during year one is the development of student's knowledge, skills and behaviours in the design and implementation of progressive programmes to develop individuals or groups. This is achieved through exploring the underpinning theories of coaching, anatomy and physiology, motor behaviour, fitness and nutrition. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and applying this to their developing professional practice.

In year two, students build on their knowledge base with a focus is on their ability to implement and evaluate the impact of approaches designed to improve individuals or groups. Students will explore how their professional practice is shaped and apply practical skills and knowledges learnt within the foundation degree through workplace learning. The college has links with a variety of employers in the local area and beyond which students could utilise when finding work placement.

This programme will be delivered in a practical way. It is the intention that students have the practical skills necessary to deliver effectively and successfully either within a team or individually. This is achieved through the development of a practical portfolio of skills that builds across the two years within the modules and as part of some summative assessments. The skills build from year 1 to year 2. Students will have the opportunity to develop skills in a wide variety of settings, contexts and with multiple groups on a weekly basis. This will complement the reflections skills they undertake at each stage, considering how they are developing as a coach and leader.

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. Several modules are devoted to Personal and Professional Development, illustrating the importance of this type of development as part of the overall learning, taking a proactive approach to partnership working between tutors, students, and employers. The programme incorporates current understanding about the demands on students, who may be managing multiple roles and may have arrived at their level study through many different routes of education and life experience. This is achieved with a condensed timetable and experienced support for students moving into higher education.

- **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 and fitness employers. Students are pushed to develop research capabilities allowing progression into higher level undergraduate and postgraduate study and/or research. Programme development and design was therefore discussed with coaching and fitness professionals and providers is responsive to a broad range of careers 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 research modules 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 local

stakeholders (e.g., schools). 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.

Delivery for students on the FdSc Sports Coaching and Fitness programme will consist of two days a week, in person over two years with a part time option over three years also available.

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

A key feature in this multi-disciplinary approach that will prepare students for career opportunities and further undergraduate study or job opportunities in a range of areas related to sport, coaching and fitness. Alumni from previous iterations of the course have progressed into teaching in secondary and further education, coaching in community projects or academies and leisure centre roles. It is the intention that the programme will still be able to support students into these, and other, roles.

The learning approach is student centred, allowing individuals to bring their own unique personalities, beliefs and experiences into a framework of progressive development. This will allow graduates to be able to deliver a progressive sequence of coaching sessions relevant to their own context. 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 FdSc Sports Coaching and Fitness students will be able to progress onto the BSc (Hons) Coaching (Sports Performance and Development). This is a University of Plymouth Level 6 top-up run at South Devon College. This programme has been designed to develop student's critical skills and abilities in the areas of coaching, pedagogy, sports psychology and sports development.

2.3 Relevant external reference points

- Framework for Higher Education Qualification (2014)
- Foundation Degree Characteristic Statement (2020)
- 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

2.4 Programme Structure

FHEQ level: Level 4 For: Full Time (September Start)

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	20	2023/24	1	Core
UCSD1099	Functional Anatomy and Physiology	20	2023/24	1	Core
UCSD1100	Developing Coaching Practice	20	2023/24	2	Core
UCSD1101	Nutrition and Ergogenics	20	2023/24	2	Core
UCSD1102	Training and Fitness Principles	20	2023/24	2	Core

FHEQ level: Level 5 For: Full Time (September Start)

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2109	Professional Practice in Sport and Fitness	20	2023/24	Year Long	Core
UCSD2110	Research Methods	20	2023/24	Year Long	Core
UCSD2111	Applied Coaching and Leadership	20	2023/24	Semester 1	Core
UCSD2112	Exercise Physiology	20	2023/24	Semester 1	Core
UCSD2113	Analysis in Sport and Coaching	20	2023/24	Semester 2	Core
UCSD2114	Sport and Exercise Psychology	20	2023/24	Semester 2	Core

FHEQ level: Level 4 For: Part Time (September Start)

Level 4 (Part time Year 1 = 80 L4 credits)					
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	20	2023/24	1	Core
UCSD1101	Nutrition and Ergogenics	20	2023/24	2	Core
UCSD1102	Training and Fitness Principles	20	2023/24	2	Core

Level 4&5 (Part time Year 2 = 40 L4 credits & 40 L5 credits)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1099	Functional Anatomy and Physiology	20	2023/24	1	Core
UCSD1100	Developing Coaching Practice	20	2023/24	2	Core
UCSD2113	Analysis in Sport and Coaching	20	2023/24	Semester 2	Core
UCSD2109	Professional Practice in Sport and Fitness	20	2023/24	Year Long	Core

Level 5 (Part time Year 3 = 80 L5credits)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2110	Research Methods	20	2024/25	Year Long	Core
UCSD2111	Applied Coaching and Leadership	20	2024/25	Semester 1	Core
UCSD2112	Exercise Physiology	20	2024/25	Semester 1	Core
UCSD2114	Sport and Exercise Psychology	20	2024/25	Semester 2	Core

2.5 Foundation Degree Characteristic Statement WBL Exercise

Foundation Degree Characteristic Statement Requirement	Programme Response
<p>How is WBL articulated within your Foundation Degree?</p> <p>How are students given the opportunity to apply the skills and knowledge they have acquired as an integrated element of their programme?</p>	<p>WBL has been included within the programme at both Level 4 (Academic and Professional Practice) and Level 5 (Professional Practice in Sport and Fitness). Students are required to undertake work-based learning of 30hrs at Level 4 and 100 hrs at Level 5. At level 4, work-based learning is designed to provide opportunities for students to begin the process of applying theory to practice through the concurrent learning undertaken in foundation of coaching regarding their coaching philosophy. This is intended to meet the foundation degree characteristic statement by applying learning from one environment to another.</p> <p>Assessments within the programme are designed to allow students to apply the skills and knowledge they have learnt. For example, in the Level 4 (UCSD1100) and Level 5 (UCSD2111) coaching units students will need to plan, deliver and evaluate coaching sessions. This will require students to synthesise knowledge from a variety of modules and deliver successfully, which will build their skills that are required within the industry. This helps students meet the intended aim of having coaches who can work independently and effectively.</p> <p>Within all modules there will be opportunities to explore job opportunities within the subject area and how assessments and skills link to work practice. For example, students will have the opportunity to use and develop skills on industry standard fitness testing equipment with the Functional Anatomy & Physiology (UCSD1099), Training & Fitness Principles (UCSD1102) and Exercise Physiology (UCSD2112). Also, coach and analysis software within Analysis in Sport and Coaching (UCSD2113) and Applied Coaching and Leadership (UCSD2111). Students will be trained to use this equipment and provide innovative approaches that could be offered to employers, further developing the student's skills. In addition, these skills and use of equipment could form part of research projects/ dissertations in addition to the inclusion in assignments.</p>

	<p>Guest speakers will be invited in to discuss current coaching, fitness trends and developments and real-world issues. It is the intention that students can also discuss the professional practice of working in the industry and how they can utilise their skills in work settings.</p> <p>Student have attended annual conferences (BASES and UK Coaching Research Conference) within the previous FdSc Sport Coaching and Fitness programme, and this will be continued within the new programme. Staff team will continually look at relevant conferences and experiences for students to benefit from.</p> <p>Additional industry qualifications are available within the programme; L2 gym instructor (UCSD1102) and Level 3 Sports Massage (UCSD2109). Qualifications at Level 4 are offered at no additional charge to the students. At Level 5, students are offered a significant discount. Previously, students have also undertaken UK Coaching courses such as coaching the fundamentals of movement and coaching the person in front of you at no extra cost. It is the intention for opportunities like this to continue.</p> <p>The research showcase demands that students either present oral or poster presentations regarding a specific area of primary research they have been involved in. They also listen to a sector wide keynote speaker.</p>
<p>Which modules does WBL feature?</p> <p>How is WBL assessed within the programme?</p>	<p>Specific WBL features begin in year 1 students with students undertaking a small amount (20 hours) of work placement within the UCSD1097 – Developing Academic and Professional Skills. This is designed to help the students begin to consider how the bridge between theory and practice happens and the nature of professional skills and approaches. Here, they can look at how coaching and leadership theories can be applied in through their philosophy and reflect on how these influence their practice.</p>

	<p>These experiences provide a solid foundation for WBL at Level 5 (UCSD2109 - Professional Practice in Sport, Coaching and Fitness). At this stage students are required to undertake a work experience with a minimum of 100 hours. This module has two assessments with in it; a presentation on the organisation and the role they fulfilled, including a problem-solving project and a portfolio that they must collate on industry standards, a reflective diary and an action plan for improvement.</p> <p>Students will also develop a Professional Development Plan through their tutorial programme at Levels 4 and 5.</p>
<p>How do learners monitor the WBL opportunities and evaluate this?</p>	<p>At Level 4 (USCD1097), learners will monitor their WBL through weekly formative tasks that are designed to synthesise theories and knowledge from other modules (UCSD1098; UCSD1099) running concurrently. These formative tasks will build their reflection for their summative assessment in assignment 2.</p> <p>At Level 5 (UCSD2109), learners will monitor their WBL through a diary of events. This provides learners with formative opportunities to consider recurring themes experienced whilst undertaking WBL. This diary can feed into the second assessment where they reflect on the biggest areas of development they have experienced. By evaluating themselves against industry standards within their portfolio, students can examine their professional practice and consider areas for future development.</p>
<p>How are employers and WBL providers involved in the regular review and monitoring of the programme?</p>	<p>Employers and WBL providers are invited to be involved with the employer engagement day that is held yearly. This is a whole section approach to employer engagement with HE having its own specific section of the day. During this time the team will discuss and explore challenges for graduates and employers within the industry.</p> <p>Once the team have considered how this can be incorporated into the degree the impact of discussions are captured in the section self-evaluation. This ensures that an auditable trail</p>

	exists for the continued inclusion and relevance of WBL within the programme.
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Foundation Degree Characteristic Statement 2015

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf>

2.6 Programme Aims

The programme will provide:

- 1) Students who can demonstrate a critical knowledge and understanding of the complexity of human development, the body's adaptations and response to exercise and learning and how these can be promoted, encouraged, and enhanced through appropriate intervention and guidance
- 2) Students able to critically evaluate, analyse and synthesise the related research and current and emerging theories related to the coaching and fitness sectors
- 3) Students who can demonstrate a wide range of academic, personal, practical, vocational, and transferable skills with the ability to appropriately communicate and present ideas and information that will enable them to be effective through their studies and beyond
- 4) Students who are self-reliant and self-disciplined who demonstrate the ability to apply industry standard practice of practical, communication, teamwork and problem-solving skills in both known and novel situations
- 5) Students who can integrate concepts, skills and understanding of a range of inter-related factors when applying key principles of coaching and fitness to enhance understanding and solve problems within the sport, coaching and fitness sectors
- 6) Students who can plan, deliver and reflect upon the application of recognised and established coaching practices and behaviours in known and emerging contexts and situations.

2.7 Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) A critical understanding of fundamentals of coaching and fitness showing appreciation and application of these concepts in a variety of contexts
- 2) The ability to evaluate knowledge and skills which reflect academic developments in the fundamental principles of physiology of exercise, sport psychology, sports nutrition, and analysis in relation to coaching, exercise and fitness
- 3) The ability to assess and interpret the key research paradigms and methodologies for a variety of enquiries into sport, coaching and fitness

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The ability to research and assess subject specific facts, theories, paradigms, principles and concepts.
- 2) The ability to critically assess and evaluate and synthesise evidence including interpreting data and text
- 3) The ability to describe and analyse information developing a reasoned argument and challenging assumptions
- 4) 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 a range of information using verbal and written communication, presentation, numeracy and ICT skills
- 2) Plan and manage learning; self-appraising and reflecting on practice where appropriate
- 3) Work effectively and support others as part of a team
- 4) Use problem solving skills where appropriate

8.4. Employment related skills

On successful completion graduates should have developed:

- 1) A plan to manage their own development needs and identify the next step in their professional development.
- 2) Time management, cv writing and job seeking skills
- 3) An identified career pathway and employment opportunities for continuing professional development in the fields of coaching and fitness
- 4) Reflection skills to provide appropriate strategies, with supported research, 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 and leadership capabilities including the principles of session planning, management, health and safety, coaching behaviours and evaluation.
- 2) The ability to apply theoretical concepts gained from the underpinning study of normal theories and perspectives when leading a coherent and interdisciplinary approach to the coaching process
- 3) Evaluative judgement from experiential knowledge when planning, designing and executing appropriate sport coaching and fitness practical activities using suitable techniques and procedures
- 4) The skills needed to interpret and apply fundamental principles of physiology of exercise, sport psychology, sports nutrition and analysis in a coaching role

2.8 Admissions Criteria, including APCL, APEL and DAS arrangements

Entry Requirements for *enter qualification title*	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
T Level	Normal minimum entry requirements are 48 UCAS points
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	Whilst experience with the industry is not required it is beneficial. As this can be gained as part of the programme it may be beneficial for students to have undertaken this previously.
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 undertake work experience in a particular setting (i.e. education/working with vulnerable adults). The cost of this will be covered by the institution. In addition, it is common for many roles in the sector that a DBS is required for employment. For potential students who do not believe they may be able to attain one they should factor this into their decision making when considering this course.	

2.9 Progression criteria for Final and Intermediate Awards

Upon successful completion of the FdSc Sports Coaching and Fitness programme of study, students will be able to progress onto the BSc (Hons) Coaching (Sports Performance and Development). This is a University of Plymouth awarded Level 6 top-up run by South Devon College. This programme has been designed to develop student's critical skills and abilities in the areas of coaching and leadership, pedagogy, sports development, and sports psychology. Students can also progress into employment.

2.10 Non-Standard Regulations

N/A

2.11 Transitional Arrangements

N/A

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 O1 – online open book assessment P1 – practical (graded) P2 – practical P/F
		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	4		
Level 4	UCSD1097 – Developing Academic and Professional Skills			X		X	X	X		X	X	X		X	X	X	X	X	X			Y	C1 – 100% Lit review 35% Portfolio 65%
	UCSD1098 – Foundations of Coaching	X		X		X	X	X	X	X	X	X	X				X	X	X			Y	C1 – 50% Essay P1 – 50% Professional Discussion
	UCSD1099 – Functional Anatomy and Physiology	X	X	X		X	X	X	X	X		X	X						X		X	Y	O1 – 40% Test P1 – 60% Video Presentation
	UCSD1100 – Developing Coaching Practice	X		X		X	X	X	X	X	X	X	X	X		X	X	X	X	X		N	C1 – 60% Report P1 – 40% Presentation P2 – P/F
	UCSD 1101– Nutrition and Ergogenics	X	X	X		X	X	X	X	X			X						X		X	Y	C1 – 50% Poster P1 – 50% Professional Discussion
	UCSD1102 –Training and Fitness Principles	X	X	X		X	X	X	X	X		X	X					X	X	X	X	N	C1 – 100% Report P2 – P/F
Level 4 LOs																							
Level 5	UCSD2109 – Professional Practice in Sport, Coaching and Fitness			X				X	X	X	X	X	X	X	X	X	X		X	X	X	Y	P1 – 50% Professional Discussion – 50% Presentation

UCSD2110 – Research Methods	X		X		X	X	X		X	X		X					X			Y	C1 – 100% Research Proposal (25%) Research Project (75)	
UCSD2111 – Applied Coaching and Leadership	X		X		X	X	X	X	X	X	X	X	X			X	X	X	X		N	P1 – 60% Group Professional Discussion 40% Reflection P2 – P/F
UCSD2112 – Exercise Physiology	X	X	X		X	X	X	X	X		X	X				X	X		X	Y	C1 – 50% Report P1 – 50% Group Presentation	
UCSD2113– Analysis in Sport and Coaching	X	X	X		X	X	X	X	X		X	X			X		X		X	Y	C1 – 50% Essay P1 – 50% presentation	
UCSD2114 – Sport and Exercise Psychology	X	X	X		X	X	X	X	X		X					X		X	Y	C1 – 50% Report 50% Case Study		
Level 5 LOs																						

Operational Specification: mapping of Award Learning Outcomes. Insert rows and columns as required

Module Title	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification)				
				Please map where a module does one or more of the following:				
				I – ALO is introduced				
				A – ALO is assessed				
				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	4
UCSD1097 – Academic and Professional Skills	4	20	C			I						I/A	I/A	I	I/A	I/A	I	I/A	I/A	I	I/A		
UCSD1098 – Foundations of Coaching	4	20	C	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	
UCSD1099 – Functional Anatomy and Physiology	4	20	C	I	I/A	I/A		A	I/A	I/A	I/A	I/A		I	I/A						I/A		I/A
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	
UCSD1101 – Nutrition and Ergogenics	4	20	C		I/A	I/A		A	I/A	I/A	I/A	A			I/A			I			I/A		I/A
UCSD1102 – Training and Fitness Principles	4	20	C	I/A		I/A		A	I/A	I/A	I/A	A		I/A	I/A			I		I/A	I/A	I/A	I/A
UCSD2109 – Professional Practice in Sport, Coaching and Fitness	5	20	C	I/A		A		A	I/A	I/A	A	A	I/A	I	I/A		A	A	A		A	A	A
UCSD2110 – Research Methods	5	20	C			A		I/A	I/A	I/A	I/A	A			A							A	
UCSD2111 – Applied Coaching and Leadership	5	20	C	I/A		I/A		A	I/A	A	A	A	I/A	I/A	A				I/A	I/A	I/A	A	
UCSD2112 – Exercise Physiology	5	20	C		I/A	I/A		A	I/A	A	I/A	A		I							A	A	I/A

UCSD2113 – Analysis in Sport and Coaching	5	20	C		I/A	I/A		A	I/A	A	I/A	A		I				I	A		I/A		I/A
UCSD2114 – Sport and Exercise Psychology	5	20	C		I/A	I/A		A	I/A	A	I/A	A									I/A		I/A

3. Reading lists

Year 1	UCSD1097	UCSD1099	UCSD1102	UCSD1101	UCSD1100	UCSD1098
Core (2 resources)	Pears R & Shields G (2022), Cite Them Right: The Essential Referencing Guide (12 th Edition), Palgrave MacMillan	Tortora, G.J., & Derrickson, B.H. (2017), <i>Principles of Anatomy and Physiology</i> , (15 th Ed), New York: US, Wiley.	Jeffreys, I. & Moody, J. (2021) <i>Strength and Conditioning for Sports Performance</i> , London: Routledge	McArdle, Katch & Katch (2019). <i>Exercise Physiology: Energy, Nutrition and Human Performance</i> , 9 th Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	Lyle, J. & Cushion, C. (2017) <i>Sports Coaching Concepts (2nd ed.)</i> Routledge: London	Hodges, N. J. and William, A. M. (Eds). (2020) <i>Skill Acquisition in Sport: Research, Theory and Practice (3rd ed.)</i> London: Routledge.
	Hopkins, D. & Reid, T. (2018) <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating</i>	Kenny, L., Wilmore, J.H., & Costill, D.L. (2021), <i>Physiology of Sport and Exercise</i> , (8 th Ed), Champaign, IL, US, Human Kinetics.	Davison R., Smith, B.L., Hopker, J. & Price M.(2022) <i>Sport and Exercise Physiology Testing Guidelines: Volume 1 - Sport Testing: Volume 1 - Sport Testing: The British Association of Sport and Exercise Sciences Guide: 1</i> , London: Routledge	Bean A (2022) <i>The Complete Guide to Sports Nutrition (9th Edition)</i> A & C Black	Cope, E., & Partington, M. (2020) <i>Sports Coaching: A Theoretical and Practical Guide</i>	Nelson, L., Groom, R. & Potrac, P. (2016) <i>Learning in Sports Coaching – Theory and Application</i> London: Routledge

	<p>at University (Student Success) London: Sage</p>					
Further	<p>Cottrell, S. (2020) <i>Skills for Success: Personal Development and Employability</i> London: Macmillan Study Skills</p>	<p>Abernethy B, Hanrahan SJ, Kippers V, Mackinnon LT, Pandy MG, McManus A (2013), <i>The Biophysical Foundations of Human Movement</i>, 3rd Edition, Champaign IL, US, Human Kinetics.</p>	<p>Bean A (2015), <i>The complete Guide to Strength Training</i>, 5th Edition, London, UK, A & C Black.</p>	<p>Jeukendrup, A. & Gleesen, M. (2018) <i>Sports Nutrition (3rd Ed)</i>, Champaign, IL: Human Kinetics</p>	<p>Armour, K. (2011) <i>Sport Pedagogy: An Introduction for Teaching and Coaching</i>: Routledge.</p>	<p>Dauids, A <i>et al</i> (2020) <i>Dynamics of Skill Acquisition: A Ecological Approach (2nd ed.)</i> Europe: Human Kinetics</p>
	<p>Burns, T., and Sinfield, S. (2012). <i>Essential Study Skills: The Complete Guide to Success at</i></p>	<p>McArdle, W.D Katch, F.I. and Katch, V.L. (2014) <i>Exercise Physiology: Nutrition, Energy & Physiology (International Addition)</i> Lippincott Williams and Wilkins ISBN 9780781770378</p>	<p>American College of Sports Medicine (2016), <i>ACSM'S Guidelines for Exercise Testing and Prescription</i>, 10th Edition, Baltimore, Maryland, US, Lippincott Williams & Wilkins.</p>	<p>Lanham-New, S, Stear S.J, Shirreff's S.M and Collins A.L (2019) <i>Introduction to Human Nutrition</i>, Wiley-Blackwell</p>	<p>Potrac, P., Jones, R., Cassidy, T. G. (2009). <i>Understanding Sports Coaching</i>. London: Routledge.</p>	<p>McMorris, T. (2014). <i>Acquisition and Performance of Sports Skills</i>, 2nd Edition, Chichester, Wiley-Blackwell</p>

	<i>University</i> . (3rd ed.). Sage					
	Greetham, B. (2013). <i>How to Write Better Essays</i> (3rd ed.). Palgrave Macmillan.	Michael, J., Gibb, J. and, Verrill, D. (2017), Evidence-based alternatives to popular exercises, <i>Health and Fitness Journal</i> , 21(6). pp. 20-26	Heyward VH (2014), <i>Advanced Fitness Assessment and Exercise Prescription</i> , 7 th Edition, Champaign, IL, US, Human Kinetics.	Clarks,N (2014) <i>Sports Nutrition Guidebook</i> (5 th Edition) Human Kinetics ISBN 9780736074155	Lyle, J. & Cushion, C. (2010) <i>Sports Coaching, Professionalism and Practice</i> . Churchill Livingstone: Elsevier	Lyle, J. & Cushion, C. (2017) <i>Sports Coaching Concepts</i> (2 nd ed.) Routledge: London
	Bedford, D., and Wilson, E. (2013). <i>Study Skills for Foundation Degrees</i> (2nd ed.). Abingdon: Routledge			Manmore, M, Thompson J (2009) <i>Sport Nutrition for Health and Performance</i> 2 nd edition. Human Kinetics ISBN 9780873229395		
Journals	Educational Action Research	Michael, J., Gibb, J. and, Verrill, D. (2017), Evidence-based alternatives to	Garrison, C., Hannon, J., Goto, S., Kosmopoulos, V., Aryal, S., Bush, C., et al., (2019), Knee loading after ACL-R is	Bilku, DK. et al. (2014) "Role of preoperative carbohydrate loading: A systematic review" <i>Royal</i>	Cushion, C. (2007) 'Modelling the complexities of the coaching process', <i>International Journal</i>	Williams, G.G. & McNamara, A. (2021) 'Coaching on the Talent Pathway: Understanding the Influence

		popular exercises, Health and Fitness Journal, 21(6). pp. 20-26	related to quadriceps strength and knee extension differences across the continuum of care. Orthopaedic Journal of Sports Medicine.	College of Surgeons 96 (1) Pp15-22	of Sports Science and Coaching , 2 (4): 395–401	of Developmental Experiences on Coaching Philosophy', <i>International Sport Coaching Journal</i> , 8, pp141-152.
Patient Education and Counselling	Rucco, R. Ascione, A. and Palma, D., (2020), Motion analysis in sport training: the link between technology and pedagogy', <i>Journal of Physical Education and Sport</i> , 20(4). pp. 2337-2341.	Nutrition, Metabolism and Cardiovascular Diseases. Vol 23, De Feo, P. (2013) pp 1037 - 1042	Regula, J. et al. (2018) "Assessment of nutritional status in women using high protein diets" <i>Progress in Nutrition</i> . 20 (2) Pp212-219	Cushion, C.J., Armour, K.M. and Jones, R.L. (2006) 'Locating the coaching process in practice: models "for" and "of" coaching', <i>Physical Education and Sport Pedagogy</i> , 11 (1): 83–99.	Cushion, C. & Partington, M. (2016) 'A critical analysis of the conceptualisation of 'coaching philosophy', <i>Sport, Education and Society</i> , 21(6), pp.851-867	
Reflective Practice	<i>Journal of Sports Sciences</i> .	Rossi, F. E., Schoenfeld, B. J., Ocetnik, S., Young, J., Vigotsky, A., Contreras, B., et al., (2016), Strength, body composition, and functional outcomes in the squat versus leg press exercises. <i>Journal of Sports Medicine and Physical Fitness</i> , 58(3), pp.263–270.	Tobias, DK. Et al. (2015) "Effect of low-fat diet interventions verses other diet on long term weight change in adults: A systematic review and meta-analysis". <i>Diabetes and Endocrinology</i> . 3 (12) Pp968-979	https://www.researchgate.net/publication/279037541_Planning_your_Coaching_A_focus_on_Youth_Participant_Development	Hughes, C. (2022) 'Philosophy for coaching rather than philosophy of coaching: some conceptual clarifications', <i>Sports Coaching Review</i> , 11(1), pp.108-126	

	Teaching and Teacher Education		Yokozawa, T., Kumagawa, D., Arakawa, H., Katsumata, Y. and Akagi, R., (2019), A Biomechanical Analysis of the Relationship between the Joint Powers during the Standing Long Jump and Maximum Isokinetic Strength of the Lower Limb Joints. International Journal of Sport and Health Science, 17(0), pp.13-24.	Exercise and Sports Sciences Reviews (LRC)		
Other resources	www.prospects.ac.uk	http://www.instantanatomy.net/		British Association of Sport and Exercise Sciences http://www.bases.org.uk/corecode/search/search.aspx?term=nutrition	www.ukcoaching.org	www.ukcoaching.org
	http://www.biz.ed.ac.uk	http://www.getbodysmart.com/		Australian Institute of sport (Nutrition) www.ausport.gov.au/ais/nutrition	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
	http://www.statistics.gov.uk	https://www.biodigital.com/default.html		American Dietetic Association http://www.eatright.org/HealthProfessionals/content.aspx?id=7245		CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail

	http://www.dti.gov.uk			British Nutrition Foundation http://www.nutrition.org.uk/		
				English Institute of Sport http://www.eis2win.co.uk/Pages/Performance_Nutrition.aspx		

Year 2	UCSD2109	UCSD2112	UCSD2113	UCSD2109	UCSD2114	UCSD2111
Core (2 resources)	North, J. (2017) <i>Research and Practice for Sport Coaching</i> . Oxon, Routledge	McArdle, Katch & Katch (2019). <i>Exercise Physiology: Energy, Nutrition and Human Performance</i> , 9 th Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	Hughes, M. and Franks, I.M., (2015). <i>The essentials of performance analysis: an introduction</i> 2 nd edition. London: Routledge.	Heyler, R., Wall, T., Milton, A. & Lund, A. (2020) <i>The Work-Based Learning Student Handbook - Macmillan Study Skills</i> (3 rd ed).	Gross, R. (2020) <i>Psychology: The Science of Mind and Behaviour</i> (8 th Ed). Oxon: Hodder Education	Cope, E., & Partington, M. (2020) <i>Sports Coaching: A Theoretical and Practical Guide</i> . Routledge: Oxon
	Jones, I. (2022) <i>Research Methods for Sports Studies</i> (4 th Ed), Oxon: Routledge	Wilmore & Costill (2015). <i>Physiology of Sport and Exercise</i> , 6 th Edition. Champaign, IL, US, Human Kinetics.	Morrow, J. (2016) <i>Measurement and Evaluation in Human Performance</i> . 5 th ed. Champaign, USA: Human Kinetics	Cottrell, S. (2020) <i>Skills for Success: Personal Development and Employability</i> London: Macmillan Study Skills	Weinberg, RS and Gould, D (2019) <i>Foundations of Sport Psychology</i> , 5 th Edition. Champaign, US: Human Kinetics.	Lyle, J. & Cushion, C. (2017) <i>Sports Coaching Concepts</i> 2 nd ed. Routledge: London
Further	Gratton, C. & Jones, I. (2014) <i>Research Methods for Sports</i>	American College of Sports Medicine (2013). <i>ACSM'S</i>	Carling, C., Reilly, T., & Williams, A. M. (2008). <i>Performance</i>	American College of Sports Medicine (2013), <i>ACSM'S</i>	Tod, D. & Eubank, M. (2020) <i>Applied Sport</i> ,	Lyle, J. & Cushion, C. (2010) <i>Sports Coaching</i> ,

	Studies. Oxon, Routledge	<i>Guidelines for Exercise Testing and Prescription</i> , 9 th Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	<i>assessment for field sports</i> . London: Routledge.	<i>Guidelines for Exercise Testing and Prescription</i> , 9 th Edition, Baltimore, Maryland, US, Lippincott Williams & Wilkins	<i>Exercise, and Performance Psychology: Current Approaches to Helping Clients</i> , Oxon: Routledge	<i>Professionalism and Practice</i> . Churchill Livingstone: Elsevier
	Nelson, L., Groom, R. & Potrac, P. (2014) (Research Methods in Sports Coaching (1st ed.). Routledge.	Heyward (2014). <i>Advanced Fitness Assessment and Exercise Prescription</i> , 7 th Edition. Champaign, IL, US, Human Kinetics.	Hughes, M. and Franks, I.M. (2004). Notational analysis of sport: systems for better coaching and performance in sport. 2nd ed. London: Routledge	Kumar, A., (2007), Personal, Academic and Career Development in Higher Education: SOARing to Success, Routledge, London	Evans, Annabel & Rooney B: (2013) <i>Methods in Psychological Research</i> ; London, Sage.	Martens, R. (2012). <i>Successful coaching</i> . 1st ed. Human Kinetics. (Leeds)
	CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail	Thomas, Nelson & Silverman (2015). <i>Research Methods in Physical Activity</i> , 7 th Edition. Champaign, IL, US, Human Kinetics.	Bartlett, R. (2006) <i>Introduction to Sports Biomechanics: Analysing Human Movement Patterns</i> . 2 nd ed. London: Routledge	Garnett, J., Costley, C. & Workman, B. (2009) <i>Work Based Learning: Journeys to the Core of Higher Education</i> . Libri Publishing. London	Hanton, S and Mellalieu, SD (2012) <i>Professional Practice in Sports Psychology: A Review</i> . UK: Routledge.	Potrac, P., Jones, R., Cassidy, T. G. (2009). <i>Understanding Sports Coaching</i> . London: Routledge.
			Lyle, J. & Cushion, C. (2010) <i>Sports Coaching, Professionalism and Practice</i> . Churchill Livingstone: Elsevier		Smith, D. & Bar-Eli, M. (2007) <i>Essential Readings in Sport and Exercise Psychology</i> . Leeds: Human Kinetics.	Pyke, F. (2013). <i>Coaching excellence</i> . 1st ed. Human Kinetics. (Champaign, IL)
					Cox, R (2011) <i>Sport Psychology: Concepts and Applications</i> , 7 th	

					Edition. New York: McGraw Hill.	
Journals	British Journal of Sports Medicine	Rivera-Brown, A. and Frontera, W. (2012) “Principles of Exercise Physiology: Responses of Acute Exercise and Long-Term Adaptations to Training”. Exercise and Sports for Health Promotion. 4 (11) Pp797-804	Glazier, P. (2010) ‘Game, Set and Match? Substantive Issues and Future Directions in Performance Analysis’, <i>Sport Med</i> , 40(8), pp.625-634.		Psychology of Sports and Exercise Psychology of Sport and Exercise Journal ScienceDirect.com by Elsevier	North, J. (2013) ‘Philosophical Underpinnings of Coaching Practice Research’, <i>Quest</i> , 65(3), pp.278-299
	British Medical Journal Journal of Sports Sciences.	Nicolo, A. et al. (2018) “Respiratory frequency and tidal volume during exercise” <i>Physiological Reports</i> . 6 (21) Rafael-Valentim-Silva, J. et al. (2016) “High intensity exercise and flexibility: Dose effect study”. <i>Bras Med Esporta</i> . 22 (4) Pp1-23	Nichols, S, B., James, N., Bryant, E. and Wells, J. (2019) ‘The implementation of performance analysis and feedback within Olympic sport: The performance analyst’s perspective’, <i>International Journal of Sports Science & Coaching</i> , 14(1), pp.63–71		International Journal of Sport and Exercise Psychology	Journal of Physical Education and Sport Pedagogy
	International Journal of Sports Coaching	Wang, C. CC. et al. (2013) “Function during acute exercise: Role of	O’Donoghue, P. (2007) ‘Reliability Issues in Performance		Journal of Applied Psychology	

		exercise intensity". Journal of Sport and Exercise Psychology. 35 (4) Pp358-367	Analysis', <i>International Journal of Performance Analysis in Sport</i> , 7(1), p.35-48.		Journal of Applied Phycology Home (springer.com)	
	Journal of the International Society of Sports Nutrition (JISSN) http://www.jissn.com/	White, J. and Laughlin, M. (2020) "Effects of acute and chronic exercise on the vasculature". Acta Physiologica. 199 (4) Pp441-450				
					Essential reading: Exercise, physical activity, and self- determination theory: A systematic review (southdevon.ac.uk) Group Dynamics and Social Cognition.pdf (southdevon.ac.uk)	
Other resources				British Association of Sport and Exercise Sciences http://www.bases.org.uk/corecode/search/search.aspx?term=nutrition	British Psychological Society (BPS): http://www.bps.org.uk/	www.ukcoaching.org

				<p>CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail</p>	<p>School of Psychology, Plymouth University: http://psychology.plymouth.ac.uk/en/</p>	<p>UK Coaching Framework https://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf</p>
				<p>www.prospects.ac.uk</p>	<p>International Society of Sport Psychology Sport Psychology International Society of Sport Psychology (issponline.org)</p>	<p>CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail</p>
				<p>UK Coaching Framework https://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf</p>	<p>Centre for Self Determination Theory selfdeterminationtheory.org – Page Array – An approach to human motivation & personality</p>	
				<p>www.ukcoaching.org</p>	<p>The British Association of Sport and exercise (Psychology Division) Psychology BASES</p>	

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 <i>see Definitions of Elements and Components of Assessment</i>					
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: Identify, locate and evaluate contextually relevant academic literature and information LO2: Appraise methods to communicate, establish, and engage with participant needs in sport and fitness LO3: Assess reflection models and the application within your coaching and instructing based on participant feedback LO4: Analyse own strengths and areas requiring further development regarding instructing and coaching using reflective practice	KU – 3 CIS – 1,2,3 KTS – 1,2,3 ERS – 1,2,3,4 PS – 1,2
DATE OF APPROVAL: 26/04/2023	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

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 (LO2, 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 (LO2, 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. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

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 <i>see Definitions of Elements and Components of Assessment</i>					
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: (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: Interpret coaching philosophies to develop your own practice LO2: Discuss the importance of inclusive practice within coaching LO3: Explain current research and practice in skill learning and development and its application in 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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/2023
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

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 Date: 14/02/2023	Approved by: Mike George Date: 14/02/2023

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: UCSD1099

MODULE TITLE: Functional Anatomy and Physiology

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100433 sport and exercise sciences

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

In order that students can appreciate how the human body performs they need to understand how the body functions and initiates movement. This module will provide students with foundational knowledge of the structure and function of exercise related anatomy and physiology. It will also at how movements produced can be analysed

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

Students will be expected to gain an understanding of the structure and function of the skeletal and muscular systems. They will apply their knowledge to co-ordinate movement. Students will also need to show any understanding of how the cardiovascular and respiratory systems adapt to exercise. They will also need to understand and apply the kinetic, kinematic and biomechanical principles for movement.

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. Explain the structure and function of the musculoskeletal system LO2. Interpret the role of major physiological systems used during exercise LO3. Analyse movement using kinematic and kinetic mechanical principles LO4. Identify key anatomical landmarks and apply biomechanical principles in the analysis of a movement	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,3,4 PS – 2,4
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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Simon Holden

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Skeleton, Bones and Joints:

- Anatomical Terminology
- Skeletal Functions
- Skeletal Structures
- Skeletal Divisions
- Bone Classifications
- Major Bones and Locations
- Bone Structure
- Bone Surface Markings
- Connective Tissue (Tendons/Ligaments)
- Joint Classifications
- Synovial Joint Structure
- Synovial Joints
- Posture and Curvatures

Musculature:

- Muscle Functions
- Muscle Tissue Types
- Muscle Structures
- Sliding Filament Theory
- Muscle Contraction Types
- Muscle Fibre Types
- Muscle General Rules
- Antagonistic Pairs
- Origins and Insertions
- Major Muscles and Locations
- Muscle Architecture

Movement:

- Joint Movements
- Anatomical Planes of Movement
- Lever Classifications
- Major Systems:
- Nervous System – Functions/ Structures
- Cardiovascular System - Functions /Structures

- Respiratory System
- Functions - Structures
- Endocrine System - Functions - Structures
- Digestive System - Function - Structure
- Lymphatic System - Function - Structure

Performance and Biomechanical Principles:

- Kinesiology
- Biomechanical Components
- Motion
- Force
- Momentum
- Levers
- Balance
- Newtons Laws
- Equilibrium
- Types of Motion
- Summation of Force ·
- Muscle Length and Tension Relationship ·
- Kinetic Movements
- Open Chain
- Closed Chain
- Scalar and Vector Quantities

Application of Biomechanics in Sports Performance:

- Movement Analysis
- Application of Principles
- Maximising Performance
- Injury Prevention

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	2hrs a week for 15 weeks
Seminars	15	1hr a week for 15 weeks
Practical	15	1hr a 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
Test	Test (LO1, LO2) - Explain the basic structure and function of the musculoskeletal system and describe major systems used during exercise	40%
Practical	Practical (LO3, LO4) Video analysis of Influences and Impact of movement	60%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Test (LO1, LO2) - Explain the basic structure and function of the musculoskeletal system and describe major systems used during exercise	40%
Practical	Practical (LO3, LO4) Video analysis of Influences and Impact of movement	60%

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

Updated by: Simon Holden

Date: 14/02/2023

Approved by: Ben Roper

Date: 14/02/2023

South Devon College Module Record

SECTION A: DEFINITIVE 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 module 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 <i>see Definitions of Elements and Components of Assessment</i>					
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 will 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: (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: Analyse the role of the coaching process within a sporting environment LO2: Evaluate behaviours and strategies that can be employed by 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: 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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

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

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. (LO3)	P/F

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

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: UCSD1101
CREDITS: 20
PRE-REQUISITES: None

MODULE TITLE: Nutrition and Ergogenics
FHEQ LEVEL: 4
CO-REQUISITES: None

HECOS CODE: 100247 nutrition
COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

This module provides the learner with knowledge relating to sports nutrition. Looking at nutritional requirements of physically active individuals, including macro/ micronutrients, energy balance and calorific values, and the assessment of calorie intake/ expenditure. It also examines how athletes prepare for and recover from exercise and means by which athletic performance can be improved via nutritional strategies.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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 develop an understanding of the nutrient requirements for sedentary and physically active subjects and the importance of maintaining energy balance. To develop the ability to recommend nutritional strategies used to improve athletic performance. To review nutritional techniques used by athletes in preparation for, and recovery from, exercise.

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: Discuss the functions, RDA and types for macronutrients, micronutrients, and hydration. LO2: Analyse performance links associated with macronutrient, micronutrient, and hydration strategies. LO3: Design and justify macronutrient and hydration strategies for contrasting sports performers. LO4: Differentiate ergogenic aids for contrasting sports performers	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,4 PS – 2,4

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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Balanced diets

Importance
Chief Medical Officer guidelines
Sources of information
Calorie controlled diets
Macronutrient selective diets
Popular current diet trends (eg Paleo, Dukon)

Energy Systems

ATP PC/Phospho-Creatine system
Glycolysis/Lactate system
Aerobic energy production
Influence of macronutrients within each system
Dietary strategies related to energy system requirements

Macronutrients

- Carbohydrates – functions, RDA vales, types and link to sport and exercise performance
- Fats – functions, RDA vales, types and link to sport and exercise performance
- Proteins - functions, RDA vales, types and link to sport and exercise performance

Macronutrient ranges for selective activities and intensities
Macronutrient variations based on FITT principles

Micronutrients

- Vitamins – functions, RDA vales, types and link to sport and exercise performance
- Minerals - functions, RDA vales, types and link to sport and exercise performance

Micronutrient ranges for selective activities and intensities
Micronutrient variations based on FITT principles

Hydration

- Functions, deficiency issues, RDA vales and types of solutions

Hydration link to sport and exercise performance
Hydration choices based ON FITT principles
Hydration and macronutrient efficiencies
Hydration and micronutrient efficiencies

Energy Strategies

- Carbohydrate based strategies – carbohydrate loading, carbohydrate cycling and carbohydrate limitation
- Protein based strategies – high protein diets, low protein diets

Energy requirements linked to FITT principles
Energy requirements linked to energy systems

Fluid Strategies

- Solution concentrations

Timings of ingestion
Amounts to consume
Macronutrient links to fluid replacement efficiency
Micronutrient links to fluid replacement efficiency
Hydration requirements linked to FITT principles

Ergogenic Aids

Types and categorisation of ergogenic iads

- Strength based performance aids – illegal, banned, and accepted ergogenics
- Endurance based performance aids – illegal, banned, and accepted ergogenics
- Accuracy based performance aids – illegal, banned, and accepted ergogenics

Fitness and performance effects of ergogenic aids
Health effects of ergogenic aids

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	45	3hrs a week for 15 weeks
Seminars	15	1hr a 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	Poster (LO1, LO2) Posters on macro and micronutrients (2000 words)	100%
Practical	Professional Discussion (LO3, LO4) = 20-minute professional discussion on a case study and applying nutritional strategies	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster (LO1, LO2) Posters on macro and micronutrients (2000 words)	100%
Practical	Professional Discussion (LO3, LO4) = 20-minute professional discussion on a case study and applying nutritional strategies	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

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: UCSD1102

MODULE TITLE: Training and Fitness Principles

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 101319 exercise for health

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: (400 characters)

Students will be expected to understand the concept of “fitness” and demonstrate a range of methods which could be used to measure its components. Students will understand the principles of training and how to plan for these appropriately. Students can complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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:

Focus on the principles of training, generic to all sport and exercise regimes. The components of ‘fitness’ will be examined, in terms of training and assessment. Expectation to apply knowledge and understanding to the planning, implementation and evaluation of personal fitness programmes. Students will build the skills and competencies expected of a practitioner in this area. Opportunity to also complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module.

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 competency in fitness testing of components of fitness LO2: Demonstrate competency in a gym-based environment LO3: Explain key principles utilised in developing training programmes LO4: Design and appraise a training programme intended to meet specific goals	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,3,4 PS – 1,2,3,4
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: 28/06/2022

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Simon Holden

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Components of Fitness:

- Health Related Components
 - Cardiovascular Endurance
 - Muscular Endurance
 - Muscular Strength
 - Flexibility
 - Body Composition
- Skill Related Components
 - Balance
 - Agility
 - Speed
 - Force
 - Reaction Time
 - Co-ordination

Principles of Fitness:

- Guidelines for Fitness
- Chief medical officer guidelines
- Importance of health and fitness
- FITT – Frequency, Intensity, Time, Type
- Progression
- Regression
- Specificity
- Differentiation
- Reversibility
- Overload
- Overtraining
- Rest and Recovery
- Variability
- Adaptability

Component of Fitness and Testing Methods

- Muscular Strength – Rep max and Hand Grip
- Muscular Endurance – Body weight times
- Flexibility – Sit and Reach
- Balance – Standing Stork, Balance Beam
- Aerobic Endurance – MSFT, Yo Yo test, Cooper Test, Harvard Step Test

Speed – 20m sprint, 50m sprint

- Agility – Arrowhead, Illinois
- Coordination – Bounce ball test
- Body Composition – BMI, skin folds, hip waist ratio
- Power – Vertical jump, horizontal jump
- Reaction Time – ruler drop

Chief medical officer guidelines

Importance of health and fitness

Competencies and Knowledge in Gym Environment

- Gym based exercise training methods
- Gym based exercise techniques
- Gym based demonstrations and instruction
- Independent instruction within gym environment

Training Programme

- Goal setting
- Training protocols
- Training variables
- Training environments
- Individual and small group training

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 (LO3, LO4) – examine appropriate principles and apply in the design and appraisal of a training programme	% % 100%
Practical	Practical (LO1, LO2) Demonstrate practical competencies in the gym and during fitness tests	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO3, LO4) – examine appropriate principles and apply in the design and appraisal of a training programme	% % 100%
Practical	Practical (LO1, LO2) Demonstrate practical competencies in the gym and during fitness tests	Pass/Fail

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

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: UCSD2109
CREDITS: 20

MODULE TITLE: Professional Practice in Sport and Fitness
FHEQ LEVEL: 5

HECOS CODE: 100095 sports coaching

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

Students will explore their current skill set and where that fits in line with professional standards. They have the opportunity for clearer understanding how a section of the sport and fitness industry functions on a day-to-day basis and reflection on learning. This in turn should give students confidence and a clearer idea of strengths and weaknesses, better equipping them for full time employment. Students will be required to undertake work-based learning for this module. They supported with finding a suitable workplace within the industry but will not be provided with one.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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 enhance the student's practical skills and understanding of specific learning environments. Students will explore their current skill set and where that fits in the sector and in line with professional standards. The opportunity to understand more clearly how a section of the sports, coaching or fitness industry functions on a day to day basis and the opportunity to reflect on their learning. This in turn should give students confidence and a clearer idea of strengths and weaknesses, better equipping them for full time employment.

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: Analyse your role within the organisation and the role your organisation plays within the sector LO2: Apply your knowledge to a specific work situation task or problem-solving context LO3: Critically Evaluate on your learning during the work experience LO4: Critically Evaluate your development in line with professional standards	KU – 3 CIS – 3,4 KTS – 1,2,3,4 ERS – 1,2,3,4 PS – 2,3,4

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

- **Professional Practice**
 - Duty of Care
 - Participant needs
 - Participant engagement
 - Personal safety
 - Safe systems of work
 - Conduct
 - Ethics
 - Legislation
 - Good practice
 - Self/ team development
- **Professional Standards**
 - CIMPSA
 - REPS
 - Sector guidance
- **Organisation structure and goals**
 - Organisation procedures
- **Roles and responsibility**
- **Stakeholders**
- **Problem solving**
- **Time Management**
- **Communication and teamwork**
- **Interpreting information**
- **Communities of practice**
- **Sources of information**

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	20	1 hr per week for 15 weeks
Independent	120	Independent guided learning, securing work placement, directed weekly reading, moodle based activities.
Placement	60	Work based learning
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (LO3, LO4) – Portfolio that includes a reflection of the learning from work experience (1500), an evaluation against industry standards (1000) and an action plan for areas for improvement (500)	100%
Practical	Presentation (LO1, LO2) describes the organisation that you undertook your work, communities of practice and professional judgement in particular situation (1500 words)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (LO3, LO4) – Portfolio that includes a reflection of the learning from work experience (1500), an evaluation against industry standards (1000) and an action plan for areas for improvement (500)	100%
Practical	Presentation (LO1, LO2) describes the organisation that you undertook your work, communities of practice and professional judgement in particular situation (1500 words)	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

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: UCSD2110

MODULE TITLE: Research Methods

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100962 research skills

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

Students will be introduced to the disciplines and techniques of collecting, analysing and presenting data. It includes the application and understanding of qualitative and quantitative research methods, and analysis and evaluation of statistical data. Students will undertake data collection, analysis and presentation of research, as well as the development of a piece of research for future study.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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:

Develop the skills and understanding that will enable students to research using primary and secondary sources. Identify and assess the limitations of various research techniques and suggest methods of overcoming them. Enable students to present data and make informed recommendations based on their findings.

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. LO2. Apply appropriate research methods to a research project. LO3. Critically evaluate data using appropriate methods of analysis. LO4. Present findings of the outcome and impact of your project.	KU – 1,4 CIS – 1,2,3 KTS – 1,2,4 PS – 2

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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24
MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

- 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

Quantitative Methods

- Observations (group, case study, known and unknown)
- Electronic Q&A (questionnaires and surveys)
- Interviews (probe, structured and unstructured)

Qualitative Methods

- Lab based methods
- Field based methods
- Quasi natural methods

Data Analysis

- Averages (normal distribution, means, modes, mediums)
- Standard deviation
- Statistical distributions
- Data reduction
- Coding examples (co-occurrence and frequency)
- Inferential statistics
- Points of focus (themes, attitudes, and key content)
- Validation of content (perceived verses actual opinions, current verses historical perception)

Data Interpretation

- Comparison to norms
- Relationships to historical themes
- Links to historical theories
- Contrast to historical investigations
- Organisation of conclusions
- Findings to hypothesis interpretations
- Development of theories
- Creation of theories

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	45	2hrs a week semester 1, 1hr a week semester 2
Guided Independent Work	155	Moodle activities, reading and research project completion
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal (LO1) proposal and methodology – 1500 words	25%
	Research project (LO2, LO3, LO4) output from students	75%
	chosen research project – 2500 words	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal (LO1) proposal and methodology – 1500 words	25%
	Research project (LO2, LO3, LO4) output from students	75%
	chosen research project – 2500 words	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

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: UCSD2111
CREDITS: 20

MODULE TITLE: Applied Coaching and Leadership
FHEQ LEVEL: 5

HECOS CODE: 100095 sports coaching

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

This module will provide students with a greater understanding of the behaviours of coaching as well as reinforcing the key principles behind effective leadership. In addition to this, learners will also be given the opportunity to develop and build upon their practical experiences and constructing their coaching philosophy by planning progressive programmes. Learners will also consider the relation and social approaches to coaching.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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:

To develop knowledge required for effective coaching in a variety of activities. Enabling learners to implement key concepts into their personal coaching as well as develop coaching philosophies. This module also aims to develop a sound understanding responsibilities of a coach as well as the moral and social issues that need to be considered when coaching in sport. This module will also aim to explore the multi-dynamical nature of relationships in coaching and consider it in different contexts and environment.

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: Critically analyse the current social issues relative to sports coaching and leadership. LO2: Examine the importance of relationships in coaching and the role it plays in performance LO3: Demonstrate the development of personal coaching and philosophies through planning and delivery of progressive sessions. LO4: Evaluate coaching approaches in practice, by participating in a community of practice.	KU – 1,4 CIS – 1,2,3,4 KTS – 1,2,3,4 ERS – 1,4 PS – 1,2,3

DATE OF APPROVAL: 26/04/2022

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

- **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**
- **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
- Leadership styles
 - Transformational
 - Transactional
 - Authoritarian
 - Abdicratic
- Servant
- Coaching Behaviours
 - Instructional
 - Praise
 - Feedback – to improve performance
 - Demonstration
 - Roles and responsibilities
- Motivational climate
- **Coaching methods, challenge learned behaviour, alter beliefs, perceptions**
- Developing Philosophies.
- Understanding the role that a coach plays in the development of an athlete
- Social issues
 - Power
 - Gender
 - Race
 - Social lenses
- Coach athlete relationship
 - Development
 - Motivations
 - Benefits
 - COMPASS
- Role in performance
- Building and maintain relationships
- Rapport
- Boundaries and ethical issues
- **Decision making**
 - Reflection in, on and for action
 - Professional Judgement
 - In moment to improve performance and development
- **Models and Pedagogies of Coaching**
 - Games based approach
 - Constraints led approach
 - Principles of instruction
 - Autonomy supporting
 - Athlete Centred

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	15	1 hr per week for 15 weeks
Seminars	15	1 hr per week for 15 weeks
Practical	15	1 hr per week for 15 weeks
Independent study	155	Directed weekly reading, moodle based activities, 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 (LO1, LO2) Analyse the current social issues relative to sports coaching and examine the importance of relationships in coaching (2000 words)	100%
Practical	Reflection (LO4) – Participate in an online video reflection to evaluate approaches to coaching (20 minutes)	100%
Practical	Practical (LO3) - Demonstrate a development of personal coaching and philosophies through planning and delivery of sessions.	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2) Analyse the current social issues relative to sports coaching and examine the importance of relationships in coaching (2000 words)	100%
Practical	Reflection (LO4) – Participate in an online video reflection to evaluate approaches to coaching (20 minutes)	100%
Practical	Practical (LO3) - Demonstrate a development of personal coaching and philosophies through planning and delivery of sessions.	P/F

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

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: UCSD2112

MODULE TITLE: Exercise Physiology

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 101319 exercise for health

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (400 characters)

To examine physiological factors that affect performance. Importance will be placed on the relationship of the cardio-vascular system, energy transport and metabolism alongside environmental factors that improve performance. The aim of the module is to build and develop principles/knowledge acquired in human anatomy and physiology to exercise science.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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:

Students will develop an understanding of how the body's systems contribute to a variety of exercise intensities. Through investigations they will understand how the body adapts to meet the demands of exercise.

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: Analyse exercise and training methods in their utilisation of the different energy systems. LO2: Analyse exercise and training methods for the development for different components of fitness. LO3: Investigate the effects of acute exercise on the cardiovascular, respiratory, and neuromuscular systems. LO4: Evaluate the effects of chronic exercise on the cardiovascular, respiratory, and neuromuscular systems.	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,3,4 PS – 1,2,4

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: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24
MODULE LEADER: Mike George

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Energy Systems

- ATP – PCr (Phosphocreatine) System
- Glycolysis System
- Aerobic System

Training Methods for Energy Systems

- Aerobic training methods – links to Aerobic energy system
- Anaerobic training methods – links to ATP PCr and Glycolysis systems

Training Methods for Components of Fitness

- Aerobic Endurance Methods
Fartlek
Continuous
Interval
- Muscular Endurance Methods
Body weight
Circuits,
Outdoor Boot Camps
- Strength Methods
GVT
Pyramid
Volume (Sets verses Reps)
- Speed
Hill sprints
Speed drills
Plyometrics
- Flexibility
Yoga
Pilates
PNF stretching

Acute Exercise

- Cardiovascular system – testing procedures, exercise applications and effects
- Respiratory system – testing procedures, exercise applications and effects
- Neuromuscular system – testing procedures, exercise applications and effects

Chronic Exercise

- Cardiovascular system – Exercise applications and effects
- Respiratory system – Exercise applications and effects
- Neuromuscular system – Exercise applications and effects

Testing Stage Option

Aerobic based activities – CV based, body weight based, low weight-high rep resistance based and sport specific

Anaerobic based activities – High intensity CV, weighted body weight, high weight-low rep based and sport specific

- Spirometer
- Hand Grip dynameter
- Sit and reach
- Vertical and horizontal jump
- BP and HR
- Rep and volume amounts
- Temperature
- Blood glucose
- Blood lactate
- Power production (watts)

Testing Procedures

- Ethics – BASES standards
- Validity
- Reliability
- Accuracy
- Precision
- Practicality

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	2hrs a week for 15 weeks
Practicals	15	1hr a week for 15 weeks
Guided Independent Work	155	Guided reading, preparation and assessments
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) – Examine and assess training methods to develop energy systems and components of fitness (2000 words)	100%
Practical	Presentation (LO3, LO4) – investigation and analysis of the effects of acute and chronic exercise (20 minutes)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2) – Examine and assess training methods to develop energy systems and components of fitness (2000 words)	100%
Practical	Presentation (LO3, LO4) – investigation and analysis of the effects of acute and chronic exercise (20 minutes)	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

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: UCSD2113
CREDITS: 20

MODULE TITLE: Analysis for Sport and Coaching
FHEQ LEVEL: 5

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 an understanding of methods of analysis to improve their understanding of performance proficiency. Students will develop a greater understanding of the contextual knowledge in training, coaching and performance.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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:

An introduction to the underpinning rationale for the use of systematic observation techniques in the analysis of sports performance is evaluated, and issues of validity and reliability are also considered prior to a focus on the design and practical application of performance analysis

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: Evaluate the methods and models used in sport and coaching analysis LO2: Analyse the accuracy and precision of data generated by performance analysis systems LO3: Implement and evaluate a suitable method of performance analysis and apply to the collection of data LO4: Critically analyse and present the results of the prepared data obtained through the completion of performance analysis	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,3,4 ERS – 4 PS – 2,4

DATE OF APPROVAL: 26/04/2022

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24
MODULE LEADER: Ben Roper

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Methods and models used to analyse sports performance:

- Profiling and enquiry methods
- Types (fitness, skill, field, health, psychological)
- Construction of profiling systems
- Displaying data, prioritising areas
- Quantitative, qualitative
- Performance profiles
- Notational
- Coach Analysis systems
- Observational
-

Feedback to performers:

- Verbal
- Written
- Visual
- Constructive
- Quantitative
- Qualitative
- KPI's

Factors impacting analysis:

- Knowledge
- Time
- Cost
- Environment
- Quality of information
- Validity
- Reliability

Measuring impact of coaching strategies that implement technology within the process

Benchmarks – national and international Trends

Performance gains – enquiry cycle

Video Analysis

- Use of video analysis software
- video analysis process by
- videoing performance,
- uploading of video of game to analysis package,
- creation of tagging panel,
- tagging key elements of the game,
- creation of storyboard of selected clips,
- presenting effective feedback of the findings from the video analysis.
- **Technical Skill Analysis**
- Video analysis of an elite athlete performing a skill Coding development based on key phases
- key performance indicators (KPI) associated with the skill.
- Develop an understanding based on the mechanical reasons each key element is performed in this manner
- Video analysis of a non elite athletes skill execution. Application of video notational analysis to identify skill deficits, provide effective feedback and corrective practices to improve technical competence.
- to improve competence of movement

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecturers	15	1hr per week for 15 weeks
Seminars	15	1hr per week for 15 weeks
Practicals	15	1hr per week for 15 weeks
Independent	155	Directed weekly reading, moodle based activities, 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 (LO1, LO2) Methods of analysing performance and their reliability – 2000 words	100%
Practical	Presentation (LO3, LO4) Implementation and report on an appropriate performance analysis tool – 2000 words	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, LO2) Methods of analysing performance and their reliability – 2000 words	100%
Presentation	Presentation (LO3, LO4) Implementation and report on an appropriate performance analysis tool – 2000 words	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

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: UCSD2114 **MODULE TITLE:** Sport and Exercise Psychology
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 101319 exercise for health
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (400 characters)

This module gives students an understanding of key psychological factors that influence performance and participation in sport and exercise. The module introduces the learner to an awareness of psychological skills and training methods that can be employed to enhance performance. It also introduces the key issues in exercise psychology and exercise adherence.

ELEMENTS OF ASSESSMENT <i>see Definitions of Elements and Components of Assessment</i>					
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:

Students will develop a pragmatic approach to Sport and Exercise Psychology. They will be encouraged to link theory to practice and will develop hands on practical skills to enable them to relate to clients in a realistic coach or fitness environment.

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: Evaluate, a range of psychological theories underpinning performance in sport and exercise. LO2: Examine ways of optimising performance by using various psychological techniques in sport and exercise. LO3: Analyse the effect of various intervening psychological variables on performance. LO4: Critically Analyse the process leading to the effective functioning of groups and teams in sport and exercise environments.	KU – 1,2,3 CIS – 1,2,3,4 KTS – 1,4 PS – 2,4

DATE OF APPROVAL: 26/04/2022	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 21/09/2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: 28/06/2022	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24
MODULE LEADER: Kirsten Height

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

Psychological Factors relating to exercise adherence:

- Role of the Psychologist
- Social, Cultural and Environmental Barriers
- Anxiety, Stress, Confidence, Self Esteem, Self-Efficacy
- Attitudes and Personality

Motivation:

- Definitions
- Theories of Motivation
- Exercise adherence strategies linked to Motivation and Burnout

Psychological variables:

- Confidence
- Controlling emotions (anxiety, stress, arousal, aggression)
- Goal setting
- Mental preparation
- Concentration
- Team cohesion
- Leadership and attentional focus

Psychological Intervention Strategies:

- Stress and Anxiety Management Techniques Attention Control Methods
- Motivational Techniques and Strategies
- Development of Confidence, Self Esteem and Self Efficacy
- Designing psychological skills training programmes for clients

Contemporary Exercise Psychology:

- Barriers to Exercise
- Exercise Adherence
- Psychological Health
- Consultation and professional Practice
- Investigating Client Needs
- Ethics and confidentiality
- Psychological Profiling
- Designing individual exercise programmes to meet client needs

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	2hrs per week for 15 weeks
Seminars	15	1hr per week for 15 weeks
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2) – Linking theory to professional practice – 2000 words	50%
	Case Studies (LO3, LO4) – apply theories to achieved specific outcomes – 2000 words	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1, LO2) – Linking theory to professional practice – 2000 words	50%
	Case Studies (LO3, LO4) – apply theories to achieved specific outcomes – 2000 words	50%
		100%

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