PROGRAMME QUALITY HANDBOOK 2022-2023

FdSc Sports Coaching and Fitness

Contents

1. Welcome and Introduction to FdSc Sports Coaching & 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)](https://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, and the University of Plymouth Student's Union for students on UoP programmes.

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

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

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

1.5   Course Contact List

Details of your modules leaders and how and when the 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 UCSD2109 - Professional Practice in Sport and Fitness UCSD2111 - Applied Coaching and Leadership	benroper@southdevon.ac.uk

	UCSD2113 - Analysis in Sport and Coaching	
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
David Gould	UCSD2114 - Sport and Exercise Psychology	dgould@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 evidence informed approach in line with the South Devon College evidence informed teaching and learning strategy (2021). This approach will ensure that students are able to develop theoretical understanding of evidenced informed practice in the different domains they are studying.

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

Teaching and Learning Strategy

The programme will encourage an integrated learning experience; academic, information literacy, key skills and employability skills will all be developed alongside knowledge and intellectual skills. Integration of theory, practical and transferable skills development generates a dynamic approach to the curriculum, preparing graduates to be flexible and proactive in managing the changing needs of clients and employers within the framework of their own continuing growth. The need for a sound ethical and evidence base for working with people is addressed by developing reasoning, analytical and critical skills as well as the ability to select, organise and interpret complex information. Through the practice of presentation skills, students will learn to convey information clearly to others in appealing and accessible ways.

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

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

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

Resources

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

1.8 Assessment and feedback strategy

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

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

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

Assessment complies with the UCSD strategy of two assessments per 20 credit modules for the foundation degree programme.

The programme aims to use a variety of assessment methods which embed employability skills to ensure inclusivity and the development of a variety of transferable skills. Other assessments are designed to either allow practical application of employability skills or develop student's transferrable skills. As such, the programme will include a range of assessment methods such as

practical's, presentations, case studies, reports, essays, posters, primary research, reflective diaries, professional discussions, and research projects. Practical assessments will make use of the college sports facilities where necessary and practicable.

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

Feedback to students occur after both formative draft assessments and summative submissions take place and is an integral part of the programme. Students will still be required to engage in extensive research around the subject to enhance and develop their understanding and regular feedback from draft activities, in tutorial and practical situations allows students to develop their understanding and their ability to communicate their ideas. Summative assessments will test knowledge, practical ability and critical reflection and evaluation and will therefore incorporate practical work, presentations and written reports. UCSD regulations state that summative feedback is given within four working weeks of submission dates and are indicated in the regulatory framework and explained to students throughout their course https://www.ucsd.ac.uk/student-life/essential-information/ . The course team endeavours to give both written and verbal feedback to students after assessments are completed to ensure they can use this to improve future grades. Written feedback is available on Turnitin through Moodle for students to access continually, track their progress and monitor their development. All tutors use a standardised draft and summative feedback format to ensure consistency and clarity in feedback structure. Students will receive feedback on summative assessments and a provisional grade that will be agreed at Subject Assessment Panel and Award Board.

1.9   Student Support Hub

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

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge.

Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

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

1.10   Preparation for Employment, further academic study and personal development

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

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.

1.11   UCSD Enterprise and Employability Framework Mapping

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

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

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

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

			UCS2109 – LO1, LO2, LO3, LO4 UCSD2110 – LO1, LO2, LO3, LO4 UCSD2111 – LO1, LO2, LO3, LO4 UCSD2112 – LO3, LO4 UCSD2113 – LO3, LO4	UCSD1102 – A1 LO1, LO2, A2 LO3, LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4 UCSD2110 – A1 LO1, LO2, A2 LO3, LO4 UCSD2111 – A1 LO1, LO2, A2 LO3, LO4 UCSD2112 – A2 LO3, LO4 UCSD2113 – A1 LO3, LO4		
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	Programme Aim 4	UCSD1097 – LO4 UCS2109 – LO1, LO2, LO3, LO4	UCSD1097 – A2 – LO4 UCS2109 – A1 LO1, LO2, A2 LO3, LO4		

Further information:

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

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

1.12   Student engagement in ongoing programme development

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

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

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

1.13   Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon (ucsd.ac.uk)](https://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 FdSc Sports Coaching and Fitness

UCAS code   SPOC

JACS code   C610

Awarding Institution: University of Plymouth

Teaching institution(s): South Devon College

2.2 Accrediting body(ies)

Summary of specific conditions/regulations: N/A

Date of re-accreditation: N/A

2.3 Distinctive Features of the Programme and the Student Experience

At University Centre South Devon we offer a platform for students to achieve their goals here in the South West. 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. Because our programmes are delivered in partnership with University of Plymouth, they'll also be a member of their student body.

This results in an excellent learning environment that gives students every opportunity to excel. The numbers and statistics are evidence of this; we pride ourselves in consistently ranking above the national Higher Education benchmark in the National Student Survey. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals.

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. The programme is dynamic, examining a range of contemporary issues and subjects relating to the practice within the sports coaching and fitness industries.

Modules have been designed to provide a high quality education an intellectually challenging. This is supplemented with a suitable practical experience base, from which to develop the skills and attributes necessary in an ever changing work arena.

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. The course also takes a proactive approach to partnership working between tutors, students and employers.

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.

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.

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A key feature in this programme is a multi-disciplinary approach that will prepare students for career opportunities and further undergraduate study in a range of areas related to sport in its broadest sense. The learning approach is student centred, allowing each individual to bring their own unique personalities, beliefs and experiences into a framework of progressive development. The Programme Team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

2.4   Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmark Statement - Events, Hospitality, Leisure, Sport & Tourism (2016)

Foundation Degree Characteristic Statement (FDCS) (2015)

2.5   Programme Structure

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

FdSc Sports Coaching and Fitness Level 4 (= 120 L4 credits)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1488	Academic Skills and Practice	20	1	1	Core
SOUD1489	Human Anatomy & Physiology	20	1	1	Core
SOUD1490	Fundamentals of Training & Fitness	20	1	1	Core
SOUD1491	Nutrition for Sports Performance	20	1	2	Core
SOUD1492	Current Issues in Coaching, Health & Fitness	20	1	2	Core
SOUD1493	Principles of Coaching & Skill Development	20	1	2	Core

FdSc Sports Coaching and Fitness Level 5 (= 120 L5 credits)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2444	Research Methods in Sport & Fitness	20	2	Both	Core
SOUD2445	Exercise Physiology	20	2	1	Core
SOUD2446	Analysis of Sports Performance	20	2	2	Core
SOUD2447	Professional Practice in Sport, Coaching & Fitness	20	2	2	Core
SOUD2448	Sport & Exercise Psychology	20	2	1	Core
SOUD2449	Coaching & Leadership	20	2	1	Core

Level 4 = 60 L4 credits in year one and 60 L4 credits in year 2					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1488	Academic Skills & Practice	20	1	1	Core
SOUD1489	Human Anatomy & Physiology	20	1	1	Core
SOUD1492	Current Issues in Coaching, Health & Fitness	20	1	2	Core
SOUD1490	Fundamentals of Training and Fitness	20	2	1	Core

| SOUD1491 | Nutrition for Sports Performance | 20 | 2 | 2 | Core |
| SOUD1493 | Principles of Coaching & Skill Development | 20 | 2 | 2 | Core |

Level 5 = 60 L5 credits in year 3 and 60 L4 credits in year 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2448	Sport & Exercise Psychology	20	3	1	Core
SOUD2449	Coaching & Leadership	20	3	1	Core
SOUD2446	Analysis of Sports Performance	20	3	2	Core
SOUD2445	Exercise Physiology	20	4	1	Core
SOUD2444	Research Methods in Sport & Fitness	20	4	Year Long	Core
SOUD2447	Professional Practice in Sport, Coaching & Fitness	20	4	2	Core

2.6 Programme Aims

1) Demonstrate a critical knowledge and understanding of the complexity of Human Performance, the body's adaptations and response to exercise, and how these can be promoted, encouraged and enhanced through appropriate intervention and guidance
2) To be able to critically evaluate the related research and current and emerging theories related to the sport, coaching and fitness sectors

3) Communicate and present ideas and information clearly using terminology specific to the sport, coaching and fitness industry in a style and format appropriate to the discipline, and the audience
4) Demonstrate the ability to apply in the programme, and the workplace, practical, communication, team work and problem-solving skills in both known and novel situations reflecting on standards and practice within the sector.
5) Integrate concepts, skills and understanding of a range of inter-related factors to enhance understanding and solve problems within the sport, coaching and fitness sectors
6) Apply the key principles of sports coaching, the coaching process and coaching practice, through observational, practical and evaluative learning

2.7   Programme Intended Learning Outcomes

2.7.1   Knowledge and understanding

On successful completion of the programme graduates should have developed:

7) A critical understanding of fundamentals of coaching and fitness showing appreciation and application of these concepts in a variety of contexts

8) Transferable 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

9) The ability to critically evaluate the key research paradigms and methodologies for a variety of enquiries into sport, coaching and fitness, and to interpret and create knowledge in the field

2.7.2   Cognitive and intellectual skills

On successful completion of the programme 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 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.

2.7.3   Key and transferable skills

On successful completion of the programme graduates should have developed the ability to:

1) Present a range of information using 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

2.7.4   Employment related skills

On successful completion of the programme graduates should have be able to:

1) Plan and manage their own development needs and identify the next step in their professional development;

2) Construct a portfolio and developed time management, cv writing and job seeking skills

3) Identify their own career pathways and employment opportunities for continuing professional development in the fields of coaching and fitness

4) Reflect and provide appropriate strategies, with supported research, to develop their ability to improve the performance of individuals

2.7.5 Practical skills

On successful completion of the programme graduates should have developed:

1) Core coaching and leadership capabilities including the principles of session management, health and safety, communication, feedback and demonstrations

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

2.8 Admissions Criteria, including APCL, APEL and Disability Services arrangements

All applicants must have GCSE (or equivalent) Maths and English at Level 4/Grade C or above.

Entry Requirements for FdSc Sports Coaching & Fitness	
A-level/AS-level	Minimum entry requirements 48-60 UCAS points to include science subject
BTEC National Diploma/QCF Extended Diploma	Edexcel BTEC National Certificate/Diploma or Higher Diploma (preferably related to Health or Social Science)
Access to Higher Education at level 3	Full award of Access to HE (60 credits) of which a minimum of 45 credits must be at Level 3 including 24 at Merit or Distinction with a minimum of 18 from Science or Health related subjects and 15 at Level 2, must include English Language and Mathematics GCSE equivalent if not already achieved
Other Qualifications	Other qualifications which are considered acceptable by the University.
Additional Selection Criteria	Meeting the minimum entry requirement for a course does not necessarily guarantee a place. When assessing an application, we take into account your grades, predicted grades, reference and personal statement. From your personal statement, we consider your motivation and commitment to success, and any relevant experience you may have. Students may have to gain a work based agreement and a clear DBS before commencing any work based learning associated with this programme.
Non-Traditional applicants	We recognise that some non-traditional applicants may not meet the standard entry requirements but may have gained knowledge and skills from relevant work or life experience and, therefore, we would consider your application on an individual basis. We would take into account your work and life experience and may ask you to discuss this in more detail.
APL	Recognition of prior learning can be considered where for knowledge and skills that have been gained from experience – rather than from a certificated programme of study or training. Such learning may have been gained in a number of different ways:

	- experiential learning acquired in paid work - experiential learning acquired in unpaid or voluntary work - experiential learning acquired from leisure activities - un-certificated learning from self-directed study We will ask you to submit an APL (Accreditation of Prior Learning) form enclosing your original documents which shows how you have applied and updated your professional learning, relevant to the course. UoP Academic Regulations will apply (home.plymouth.ac.uk/regulations)

2.9　Progression criteria for Final and Intermediate Awards

Students who successfully complete the FdSc Sports Coaching and Fitness programme may progress to Stage Three (Level 6) of the following awards:

BSc (Hons) Coaching (Sports Performance & Development) (UCSD)

BSc (Hons) Coaching (Outdoor Leadership) (UCSD)

Student will progress onto courses through internal progression forms available from University Centre South Devon.

2.10　Non Standard Regulations

Not applicable

Appendices
Programme Specification Mapping (UG) – core/elective modules
Reading Lists
Work Based Learning/ Volunteering mapping
Assessment schedule

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

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Level 4	SOUD1488	x				x	x	x	x	x	x		x	x	x	x						Y	C1 (100%)
	SOUD1489	x	x	x		x	x	x	x	x	x	x	x			x	x		x	x		Y	C1 (60%) T1 (40%)
	SOUD1490	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x		Y	C1 (100%) P1 (P/F)
	SOUD1491	x	x	x		x	x	x	x	x	x		x			x	x		x			Y	C1 (100%)
	SOUD1492	x		x		x	x	x		x						x						Y	C1 (100%)
	SOUD1493	x		x		x	x	x	x	x	x	x	x			x	x	x	x	x		Y	C1 (100%) P1 (P/F)
Level 4 LOs		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Level 5	SOUD2444	x	x	x		x	x	x	x	x	x	x	x	x					x			Y	C1 (100%)
	SOUD2445	x	x	x		x	x	x	x	x	x		x			x	x		x	x		Y	C1 (50%) P1 (50%)

Last Saved: 11/07/2023
University of Plymouth Academic Partnerships Programme Quality Handbook UK

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			Assessment
	SOUD2446	x	x	x		x	x	x	x	x	x		x			x	x		x	x		Y	C1 (100%)
	SOUD2447		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		Y	C1 (50%) P1 (50%)
	SOUD2448	x	x	x		x	x	x	x	x	x		x			x	x		x	x		Y	C1 (100%)
	SOUD2449	x		x		x	x	x	x	x	x		x			x	x	x	x	x		Y	C1 (100%) P1 (P/F)
Level 5 LOs		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Confirmed PLOs		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			

Appendix 2

Work Based Learning Mapping

FHEQ Level: 4					
Activity	Logistics	Programme Aim	Programme Intended Learning Outcome	Range of Assessments	Related Core modules
Academic Skills Module – Professional Development Plan	Students will complete an academic skills PDP to identify their current practice and how action plan how they will improve	3, 4	8.1.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	SOUD1488 – Academic Skills and Practice Tutorial
Tutorial - Professional Development Plan	Students will complete a PDP to identify their current skills, future job opportunities and gaps in skills and how action plan how they will improve. Throughout tutorial they will refer back to and update the PDP once they have undertaken work based/ volunteering activities	4	8.1.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	Tutorial
Practical Skills	Students have the opportunity to develop practical skills using a range of fitness equipment and deliver practical sessions in their modules	3, 4, 5	8.1.2, 8.2.4, 8.4.4, 8.5.1, 8.5.2, 8.5.3	Practical's Essay Case Studies	SOUD1489 – Human Anatomy & Physiology SOUD1490 – Fundamentals

					of Training and Fitness
					SOUD1493 – Principles of Coaching & Skill Development

Additional Employability and Volunteering	
Student Employability Survey to be administered	Students will be asked to undertake a centralised employability survey during a Tutorial within the six week induction period. The survey is designed to capture students' current career thinking, employability enhancing experience gained, confidence and engagement with employability support. Data will be analysed centrally and circulated with the programme team to support the development of employability support and target relevant initiatives. The survey will be administered annually to track the development of students' employability across the duration of the course.
Overview of employability support available (including why relevant and important)	The Employability and Enterprise Co-ordinator will attend a Tutorial during the six week induction to provide an overview of the employability support and resources available to students through UCSD and the University of Plymouth. Tutorial
UCSD Work Experience Award	Students can apply for a bursary to support with extra-curricular work experience opportunities including qualifications, placement travel costs.
Volunteering Week	Cross programme volunteering week in line with the national Student Volunteering Week in February. Previously this has involved a Student Volunteering Forum whereby representatives from local organisations were invited in to discuss student volunteering. More recently, the week has been used to celebrate student volunteering successes and link in with UPSU Volunteering to raise awareness of the UPSU Volunteering Reward and Recognition Scheme. The scheme allows students to log their extra-curricular community volunteering hours and receive recognition for their efforts.
Alumni Event	Cross programme evening event in which a handful of former students are invited in to discuss their experiences of work and the elements of their degree which have supported them in their careers.

FHEQ Level: 5

Activity	Logistics	Programme Aim	Programme Intended Learning Outcome	Range of Assessments	Related Core modules
Work Based Learning Module	Students to organise and undertake a minimum of 90 hours work based learning. They will be required to undertake a small research project related to this.	3, 4,	8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Portfolio Presentation	SOUD2447 – Professional Practice in Sport, Coaching and Fitness
Tutorial - Professional Development Plan	Students will continue with their PDP from year 1. It will be updated with any volunteering activities/ WBL they have carried out in the summer break. Throughout tutorial they will refer back to and update the PDP once they have undertaken work based/ volunteering activities	4	8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	Tutorial
Practical Skills	Students will have the opportunity to develop skills using specialist exercise and analysis equipment and as well as developing practical coaching skills	3, 4, 5	8.2.4, 8.4.4, 8.5.1, 8.5.2, 8.5.3	Case study Practical's Essay	SOUD2445 – Exercise Physiology SOUD2446 – Analysis of Sports Performance SOUD2449 – Coaching & Leadership

Presentation Skills	Students will have the opportunity to develop presentation skills within their modules including disseminating their research at the Annual Research Showcase	3	8.2.3, 8.3.1, 8.3.2,8.3.3, 8.3.4	Presentations	SOUD2444 – Research Methods in Sport & Fitness SOUD2445 – Exercise Physiology SOUD2447 – Professional Practice in Sport, Coaching and Fitness
Additional Employability and Volunteering					
Work Experience Award	Students can apply for a bursary to support with extra-curricular work experience opportunities including qualifications, placement travel costs.				
Volunteering Week	Cross programme volunteering week in line with the national Student Volunteering Week in February. Previously this has involved a Student Volunteering Forum whereby representatives from local organisations were invited in to discuss student volunteering. More recently, the week has been used to celebrate student volunteering successes and link in with UPSU Volunteering to raise awareness of the UPSU Volunteering Reward and Recognition Scheme. The scheme allows students to log their extra-curricular community volunteering hours and receive recognition for their efforts.				
Alumni Event	Cross programme evening event in which a handful of former students are invited in to discuss their experiences of work and the elements of their degree which have supported them in their careers.				
Annual Graduate Skills conference	To include workshops on employability specific subjects including writing applications				

Additional Ongoing support
Promotion of Plymouth Award – administered for UCSD students by Employability Co-ordinator Promotion of University of Plymouth Careers & Employability Hub events – key dates TBC

Promotion of Plymouth Connect

Promotion of part-time, graduate and volunteering roles

1-1 and group employability support including writing applications, job searching and interview techniques

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD1488   **MODULE TITLE:** Academic Skills & Practice
CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** X220
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

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

Professional body minimum pass mark requirement: N/A

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 academic writing, referencing, study skills, and what are the key elements needed to study within a degree. As well as the core elements needed to be covered there is also the opportunity for students to engage in self-study, research and one-to-one tutorials. To enable students to develop a comprehensive portfolio of evidence that supports 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: 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 the ability to communicate in styles appropriate to multiple professional contexts. LO2: Demonstrate an ability to identify, locate, evaluate and use information appropriate to the task in hand. LO3: Evaluate feedback on coursework evidencing an understanding of standardised academic standards associated with higher education study LO4: Analyse own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).	KU 1 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 1,2 & 3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2018	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice; Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3hrs a week for 15 weeks
Scheduled activities	15	1hr a week for 15 weeks
Independent	140	Directed weekly reading. Moodle based tasks and assessments/ development. Independent revision
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 1 (LO2) Literature Review (1500 words) Assignment 2 (LO1, LO3 & LO4) Portfolio – Evaluating Academic and Vocational Skills, SWOT, self-analysis and PDP (2500 words)	35% 65% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 1 (LO2) Literature Review (1500 words) Assignment 2 (LO1, LO3 & LO4) Portfolio – Evaluating Academic and Vocational Skills, SWOT, self-analysis and PDP (2500 words)	35% 65% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 01/07/21	**Approved by**: Ben Roper Date: 07/07/21

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1489   **MODULE TITLE:** Human Anatomy & Physiology
CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** C600
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 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 be a precursor to exercise physiology

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	60%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)	40%	**P1** (Practical**)**	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Students will be expected to have 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.

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: Classify and identify the skeletal and musculature systems. LO2: Describe the function and structure of the skeleton, muscles, nerves and connective tissue. LO3: Describe how coordinated movement is produced. LO4: Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise. LO5: Explain blood flow in muscles and gaseous exchange in the respiratory system	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 2&3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships

DATE OF IMPLEMENTATION: 17/09/2018	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Simon Holden	**OTHER MODULE STAFF:** None

Summary of Module Content

Structure:
- Appendicular and axial skeleton,
- bones,
- cartilage,
- tendons and ligaments.

Musculature:
- Joint muscles,
- muscle fibres
- concentric/eccentric contractions.

Movement:
- Central nervous system,
- motor neurone,
- motor unit,
- peripheral nervous system
- summation of forces.

Components:
- Cardiovascular structure and function,
- respiratory structure and function
- mechanics of breathing.

Performance:
- Gaseous exchange,
- vasoconstriction and vasodilation,
- vasomotion control
- venous return mechanism.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	30	2 hours per week for 15 weeks
Scheduled activities	15	1hr per week for 15 weeks
Practicals	15	1hr per week for 15 week
Independent	140	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
Test	**24 hr Take Home Test (1000 word equivalent)** LO1 - Classify and identify the skeletal and musculature systems. LO2 - Describe the function and structure of the skeleton, muscles, nerves and connective tissue.	40%
Coursework	**3000 Word 2 Part Report** **Part 1 (1000 words) The Influences that Impact Movement** (Specifically the Barbell Back Squat) LO3 - Describe how coordinated movement is produced. **Part 2 (2000 words) How the Cardiorespiratory Systems contributes to both Aerobic and Anaerobic exercise.** LO4 - Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise. LO5 - Explain blood flow in muscles and gaseous exchange in the respiratory system	60% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	**24 hr Take Home Test (1000 word equivalent)** LO1 - Classify and identify the skeletal and musculature systems. LO2 - Describe the function and structure of the skeleton, muscles, nerves and connective tissue.	40%
Coursework	**3000 Word 2 Part Report** **Part 1 (1000 words) The Influences that Impact Movement** (Specifically the Barbell Back Squat) LO3 - Describe how coordinated movement is produced. **Part 2 (2000 words) How the Cardiorespiratory Systems contributes to both Aerobic and Anaerobic exercise.** LO4 - Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise. LO5 - Explain blood flow in muscles and gaseous exchange in the respiratory system	60% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Simon Holden Date: 5/07/21	**Approved by**: Ben Roper Date: 05/07/2021

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD1490   **MODULE TITLE:** Fundamentals of Training and Fitness
CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** C600
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
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. Opportunity to also complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see _Definitions of Elements and Components of Assessment_			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical)	Pass/ Fail

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
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 the short and long term effects of exercise on the body. Students will also have the opportunity to complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module.

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 fitness and the assessment of its components using field-based measures. LO2: Demonstrate competency and exercise knowledge in a gym-based environment, or equivalent LO3: Analyse the short-term effects and long-term physiological adaptations of exercise. LO4: Plan, undertake and evaluate a training programme applying key principles of training and periodisation	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 1,2 & 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2018	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Daniel Gaze	**OTHER MODULE STAFF:** None

Summary of Module Content

Fitness and assessment:

- Definitions of fitness and components of health & fitness
- Simple field-based measures in the evaluation of fitness and comparison of results to standard norms

Assessment of measures taken:

- reliability
- validity
- practicality
- objectivity of the tests carried out.

Training programmes:

- Format and design of training programmes
- writing training programmes for specific sports / activities
- Endurance training methods and activities
- Strength/power training methods
- Flexibility training

Principles of training:

- Frequency, Intensity, Time, Type
- Individuality, age, sex, current fitness level
- Specificity, overload, frequency; intensity; time, reversibility, periodisation, rest
- Short term effects of training, long term adaptations to training

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	30	2 hrs per week for 15 weeks (Includes CYQ Principles of Exercise and Health - Theory).
Scheduled activities	15	1 hr a week for 15 weeks
Practicals	15	1 hr a week for 15 weeks
Independent	140	Directed weekly reading and assessment – portfolio based, test revision (CYQ), practical and reports.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report – Field Based Testing - 1500 Words (LO1). Report – Programme Design - 1500 Words (LO3, LO4).	50% 50% 100%
Practical	Assessment of Gym based competency (LO2)	Pass/ Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report – Field Based Testing - 1500 Words (LO1). (different) Report – Programme Design - 1500 Words (LO3, LO4). (different)	50% 50% 100%
Practical	Assessment of Gym based competency (LO2) (different)	Pass/ Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Daniel Gaze Date: 05/07/2021	**Approved by**: Ben Roper Date: 05/07/2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1491   **MODULE TITLE:** Nutrition for Sports Performance
CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** C600
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 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 [Use HESA KIS definitions] – see *Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical)	

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

Professional body minimum pass mark requirement: N/A

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: Examine the functions, dietary sources and recommended daily allowance (RDA) of macro /micronutrients and sources of hydration.	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2
LO2: Explore methods of dietary assessment and their use in sedentary and athletic performers.	
LO3: Analyse nutritional strategies which could be used in preparation for, and recovery from, exercise.	
LO4: Evaluate the use of nutritional strategies used to improve athletic performance, including ergogenic and nutritional aids.	

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

Macro and Micronutrients:

- Carbohydrate, fat and protein:
- sources, structure; function; calorific values.
- Vitamins and Minerals: functions and dietary sources
- Recommended daily allowances (RDA) and assessment of RDA according to gender, age and level of physical activity.
- Implications of micronutrient deficiency and symptoms and consequences.
- Sources of hydration (water/ isotonic/ hypertonic/ hypotonic drinks)

Dietary assessment and Energy balance:

- Tools used in the assessment of energy intake and expenditure,
- metabolic pathways (both anaerobic and aerobic).

Nutritional strategies used to improve performance:

- Causes of fatigue during prolonged exercise, hydration, supplementation and fluid replacement during exercise, pre event and post event nutrition strategies,
- glycogen loading/super-compensation

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities [KIS definitions]	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3 hrs a week for 15 weeks
Seminars	15	1 hr a week for 15 weeks
Independent	140	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	Academic Poster - LO1, LO2 – Dietary Assessment (2000 words)	50%
	Case study - LO3, LO4 – Dietary Modification for Performance (2000 words)	50% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic Poster - LO1, LO2 – Dietary Assessment (2000 words) (different)	50%
	Case study - LO3, LO4 – Dietary Modification for Performance (2000 words) (different)	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George	**Approved by**: Ben Roper
Date: 01/07/21	Date: 05/07/2021

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1492   **MODULE TITLE:** Current Issues in Coaching Health & Fitness
CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** C610
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Module examines the contemporary issues facing the different industries. Students will explore the benefits of exercise for both physical and psychological health and investigate motivational theories for involvement and adherence to exercise. Students will also develop critical awareness of the international and local coaching contexts as well and a variety of issues associated with the environment of sports coaching.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* **Definitions of Elements and Components of Assessment**			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical)	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The aim of this module is to examine the role of exercise in a healthy lifestyle. Students will explore the evidence for the benefits of exercise for both physical and psychological health. They will also investigate motivational theories to explain involvement and adherence to exercise. The possible risks of exercise addiction overuse syndrome and injuries will also be discussed. Students will have an understanding of the context within which they coach and the impact that this has on them and how they can influence and be influenced.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Describe the role of sport and exercise in the maintenance of health and wellbeing. LO2: Describe motivational models associated with exercise, health and lifestyle behavior. LO3: Identify contemporary issues in sports coaching. LO4: Investigate contemporary issues in sport, health and fitness industries within the UK.	KU 1 & 3 CIS 1,2 & 3 KTS 1 ERS 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships

DATE OF IMPLEMENTATION: 28/01/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Additional notes (for office use only):

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 108
MODULE LEADER: Mike George	OTHER MODULE STAFF: None

Summary of Module Content

Exercise and the maintenance of health and wellbeing:
- The role of exercise in the maintenance of health
- Hypokinetic diseases
- Epidemiological studies
- The role of exercise in the maintenance of wellbeing (social and psychological).

Motivational models:
- Theories of motivation
- Health behaviour change
- Exercise adherence
- Environmental influences

Contemporary issues in sports coaching:
- Ethical issues
- Gender issues in coaching
- Approaches to coach education
- Coaching young people (theory to practice)
- Child protection and safeguarding
- Psychological and physiological factors affecting performance and coach behaviours
- Sociological perspectives, sport as a reflection on society

Contemporary issues in sport, health and fitness industries:
- Growing health trends
- Healthy environments
- Exercise addiction
- Race, gender, socioeconomic factors
- Drug abuse (recreational and sports performance)
- Globalisation, commercialisation
- Disability, social inclusion

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3 hrs per week for 15 weeks
Seminars	15	1 hr per week for 15 weeks
Independent	140	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	LO1, LO2 – Case Study – maintaining motivation and fitness (2000 words)	50%
	LO3, LO4 – Review– Current issues in Sports coaching and fitness (2000 words)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 – Case Study – maintaining motivation and fitness (2000 words) (different)	50%
	LO3, LO4 – Review – Current issues in Sports coaching and fitness (2000 words) (different)	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 01/07/21	**Approved by**: Ben Roper Date: 05/07/2021

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD1493   **MODULE TITLE:** Principles of Coaching & Skill Development

CREDITS: 20   **FHEQ LEVEL:** 4   **JACS CODE:** C610

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module has been designed to develop learners' awareness of skill acquisition/ learning and the coaching process, enabling them to apply this knowledge to practical situations as a coach.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical)	Pass/ Fail

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

Professional body minimum pass mark requirement: N/A

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.

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 current research and practice in skill learning and development and its application sport and exercise. **LO2:** Analyse the role of the coaching process within a sporting environment **LO3:** Investigate and apply the information processing models and dynamical systems approach to sport and exercise environments. **LO4:** Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment	KU 1 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 1,2 & 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Ben Roper	**OTHER MODULE STAFF:**

Summary of Module Content
- Characteristics of skilled performance
- Skill classification systems
- Motor abilities
- Perception and discussion-making
- Factors influencing reaction time
- Memory and selective attention
- Movement production
- Feedback: Athlete as an action system
- Visual regulation of movement
- Open and Closed Loop control systems
- Learning theories
- Stages of learning
- Transfer of learning;
- Presentation of skills
- Practice design considerations;
- Leadership behaviour in sport.
- Coaching Process
- Change during the coaching process
- Link sessions, behavioural patterns
- Reflective practice, self-appraisal, self-awareness
- Responsibilities, accountability
- Qualitative methods of investigation

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3 hrs a week for 15 weeks
Practical	15	1 hr a week for 15 weeks
Independent	140	Directed weekly reading, moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 – Essay on skill acquisition and the role of the coaching process (2000 words)	65%
	LO4 – Report investigating coaching, teaching and learning styles (1000 words)	35%
		100%
Practical	LO3 – Application and review of information processing models in a coaching session	Pass/ Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 – Essay on skill acquisition and the role of the coaching process (2000 words)	65%
	LO4 – Report investigating coaching, teaching and learning styles (1000 words)	35%
		100%
Practical	LO3 – Application and review of information processing models in a coaching session	Pass/ Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 13/07/2021	**Approved by: Lynn Stephens** Date: 14/7/2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2444 **MODULE TITLE:** Research Methods in Sport & Fitness
CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:** G290
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 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 *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*				
E1 (Examination)		**C1** (Coursework)	100%	
E2 (Clinical Examination)		**A1** (Generic assessment)		
T1 (Test)		**P1** (Practical)		

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

Professional body minimum pass mark requirement: N/A

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 demonstrate the ability of the application of computer software in analysis of research.
Enable students to present data and make informed recommendations based on their findings.

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: Synthesise current research and literature within sports and fitness LO2: Evaluate the principles and practices of designing and planning research. LO3: Analyse primary data and interpret the results LO4: Present findings in a concise and lucid manner	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 1 PS 2

DATE OF APPROVAL: 29/06/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Additional notes (for office use only):

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**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
- Data analysis including:- Statistical distributions; statistical analysis; data description; data presentation; statistical pitfalls
- Observation; depth interviews; qualitative data analysis

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures and seminars
Independent	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	LO2: Research Proposal (including assessing research designs) 1500 words LO1, LO3 and LO4: Mini Research Project – 2500 words	30% 70% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO2: Research Proposal (including assessing research designs) 1500 words LO1. LO3 and LO4: Mini Research Project – 2500 words	30% 70% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 01/07/21	**Approved by:** Ben Roper Date: 7/7/21

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2445 **MODULE TITLE:** Exercise Physiology
CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:** C650
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 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 *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*				
E1 (Examination)		**C1** (Coursework)	50%	
E2 (Clinical Examination)		**A1** (Generic assessment)		
T1 (Test)		**P1** (Practical**)**	50%	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Sports Coaching & Fitness
Professional body minimum pass mark requirement: N/A

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: 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 relative contributions of the systems of energy to different intensities and types of exercise LO2: Investigate the cardio respiratory and cardio vascular responses to acute and chronic exercise LO3: Compare neuromuscular and hormonal responses to acute and chronic exercise LO4: Evaluate environmental influences on human performance	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2& 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

Energy systems:
- Aerobic & anaerobic
- ATP, ADP
- Krebs cycle
- Glycolysis and lactic acid

Energy creation:
- Coupled reaction
- Electron transport chain
- Endothermic and exothermic

Maximal aerobic and anaerobic capacities:
- Aerobic & anaerobic testing
- VO_2 max., O_2 uptake and consumption

Respiratory factors in human performance:
- Anaerobic threshold
- Blood acidity
- Inspiration
- Proprioceptors
- Respiratory muscles and tissue respiration

Gas exchange in lungs:
- Arteriovenous O_2 difference
- Bohr Effect
- Myoglobin
- O_2 diffusion and partial pressure.
  Fitness and well-being: basal metabolic rates and fitness requirements through the life cycle
- Child to adult

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3hrs a week for 15 weeks
Independent	155	Directed weekly reading, moodle based activities, and assessment development / revision.
Total	**200**	**(NB: 1 credit = 100 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Energy Systems and environmental influences – Report – (LO1, LO4) (2000 words)	50%
Practical	Acute and chronic exercise effects – Presentation, including practical testing data (LO3 & LO4) (2000 words)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Energy Systems and environmental influences – Report – (LO1, LO4) (2000 words)	50%
Coursework (in lieu of the original assessment)	Acute and chronic exercise effects – Presentation, including practical testing data (LO3 & LO4) (2000 words)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updatedby: Mike George Date: 01/07/21	**Approved by**: Ben Roper Date: 07/07/2021

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2446   **MODULE TITLE:** Analysis of Sports Performance
CREDITS: 20   **FHEQ LEVEL:** 5   **JACS CODE:** C610
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is designed to give students an understanding of performance analysis in order to improve their understanding of sports performance. Students will develop a greater understanding of the contextual knowledge in training, coaching and performance

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*				
E1 (Examination)		**C1** (Coursework)	100%	
E2 (Clinical Examination)		**A1** (Generic assessment)		
T1 (Test)		**P1** (Practical)		

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
An introduction to the underpinning rational 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: 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: Outline and evaluate the methods and models used to analyse sports performance	KU 1, 2 & 3
LO2: Critically analyse the accuracy and precision of data generated by performance analysis systems	CIS 1,2,3 & 4
LO3: Implement and evaluate a suitable method of performance analysis to collect appropriate data	KTS 1,2 & 4
LO4: Critically reflect the results of the data obtained and the limitations of the analysis used.	ERS 3 & 4
	PS 2 & 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Ben Roper	**OTHER MODULE STAFF:**

Summary of Module Content

Methods and models used to analyse sports performance:
- Types (fitness, skill, field, health, psychological)
- Construction of profiling systems
- Displaying data, prioritising areas
- Quantitative, qualitative
- Performance profiles

Feedback to performers:
- Verbal
- Written
- Visual
- Constructive
- Quantitative
- Qualitative
- KPI's

Factors impacting analysis:
- Knowledge
- Time
- Cost
- Environment
- Quality of information
- Validity, reliability

Motion:
- Scalar and Vector quantities
- Mass
- Acceleration
- Displacement
- Distance
- Speed
- Velocity
- Linear and Angular Motion
- Moment of Inertia

Application of Biomechanics in Sports Performance:
- Injury Prevention
- Maximising Force Production
- Use of Software Packages and Notational Analysis

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	3hrs 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	Assignment 1 – Methods of Analysing performance & their reliability (LO1 LO2) (2000 words)		50%
	Assignment 2 – Implementation and report on an appropriate performance analysis tool (LO3, LO4) (2000 words)		50% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 1 – Methods of Analysing performance & their reliability (LO1, LO2) (2000 words) (different)	50%
	Assignment 2 – Implementation and report on an appropriate performance analysis tool (LO3, LO4) (2000 words) (different)	50% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 07/07/2021	**Approved by: Lynn Stephens** Date: 7/7/21

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2447   **MODULE TITLE:** Professional Practice in Sport, Coaching & Fitness

CREDITS: 20   **FHEQ LEVEL:** 5   **JACS CODE:** C610

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

SHORT MODULE DESCRIPTOR: *(max 425 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.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* Definitions of Elements and Components of Assessment			
E1 (Examination)		**C1** (Coursework)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	50%

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

Professional body minimum pass mark requirement: N/A

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 your own strengths and weaknesses, better equipping them for full time employment.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Analyse your role within the organisation and the role your organisation plays within the sector collating a variety of evidence LO2: Apply your knowledge to a specific work situation task or problem-solving context LO3: Reflect on your learning during the work experience LO4: Evaluate your development in line with professional standards	KU 2 & 3 CIS 1,2,3 & 4 KTS 1,2, 3 & 4 ERS 1,2, 3 & 4 PS 1, 2 & 3

DATE OF APPROVAL: 29/06/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Ben Roper	**OTHER MODULE STAFF:** None

Summary of Module Content

The module gives students an opportunity to link academic study with work experience; enhancing employability while also delivering assessed coursework that reflects on the development students make.

The module will provide you with a basic toolkit for identifying and securing appropriate work experience. However, it is up to you to find, apply for and secure your own work experience opportunities. You will consider how you develop your cultural capital, craft practice and understand your communities and landscapes of practice. Individual work opportunities, whether paid or unpaid, must be agreed with the module leader before you can proceed. This is to ensure that the work experience can be related to relevant areas or aspects of the sport/ coaching/ fitness industries.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	15	1 hr per week for 15 weeks
Independent	105	Independent guided learning, securing work placement, directed weekly reading, moodle based activities.
Placement	80	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	Assignment 2 – 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) LO3 & LO4	100%
Practical	Assignment 1 - Presentation (1500) that describes the organisation that you undertook your work, communities of practice and professional judgement LO1 & LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 2 – 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) LO3 & LO4	100%
Practical	Assignment 1 - Presentation (1500) that describes the organisation that you undertook your work, communities of practice and professional judgement LO1 & LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 07/07/2021	**Approved by: Lynn Stephens** Date: 7/7/21

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2448   **MODULE TITLE:** Sport and Exercise Psychology
CREDITS: 20   **FHEQ LEVEL:** 5   **JACS CODE:** C630
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 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 provides an introduction to the key issues in exercise psychology and exercise adherence.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical**)**	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Students will develop an overall 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 working 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: Evaluate, reflect and critically analyse a range of psychological theories underpinning performance in sport and exercise. LO2: Explore and 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.	KU 1, 2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2 & 3

LO4: Examine and analyse the process leading to the effective functioning of groups and teams in sport and exercise environments.	

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: David Gould	**OTHER MODULE STAFF:** None

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		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	30	2 hrs per week for 15 weeks
Scheduled activities	15	1 hr per week for 15 weeks
Independent	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.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report linking theory to professional practice – LO1, LO2. (2000 words)	50%
	Case Studies – LO3, LO4 (2000 words)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report linking theory to professional practice – LO1, LO2. (2000 words) different)	50%
	Case Studies – LO3, LO4 (2000 words) (different)	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: David Gould Date: 5/7/21	**Approved by**: Ben Roper Date: 5/7/2021

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2449   **MODULE TITLE:** Coaching & Leadership

CREDITS: 20   **FHEQ LEVEL:** 5   **JACS CODE:** C610

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide students with a greater understanding of the technical coaching requirements of specific sports 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 a coaching profile.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	100%
E2 (Clinical Examination)		**A1** (Generic assessment)	
T1 (Test)		**P1** (Practical)	Pass/ Fail

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

Professional body minimum pass mark requirement: N/A

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 the coach athlete relationship 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 evaluate a range of coaching techniques in practice. LO2: Demonstrate a development of personal coaching and philosophies through delivery of planned activities. LO3: Analyse the current moral and social issues relative to sports coaching and leadership. LO4: Examine the importance of coach athlete relationship and the role it plays in performance	KU 1 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 1, 2 & 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Ben Roper	**OTHER MODULE STAFF:** None

Summary of Module Content

- Coaching practice
- Practice design
- Feedback to improve performance
- Reflective practice
- Self-awareness
- Safeguarding and safety
- Lifestyle of the athlete
- Sports science influences
- Leadership styles
- Environmental factors
- Motivational climate
- Safeguarding
- Practice
- Competitive situations and games
- Parents and others
- Coaching methods, challenge learned behaviour, alter beliefs, perceptions

- A coaching and leadership profile.
- Coaching and teaching styles
- Practical and theoretical sessions
- Technical and tactical sessions
- Understanding the role that a coach plays in the development of an athlete and the
- Moral and social issues that a coach has to consider when working with athletes or different environments
- Coach athlete relationship
- Role in performance
- Building and maintain relationships
- Boundaries and ethical issues

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	15	1 hr per week for 15 weeks
Scheduled activities	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) Critical evaluation of a range of coaching techniques (1000 words)	35%
	Essay - (LO3,LO4) Examination of the coach athlete relationship and moral and social issues within sport coaching (2000 words)	65%
Practical	(LO2) Demonstration - personal development and performance as a coach and justification of approach	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – (LO1) Critical evaluation of a range of coaching techniques (1000 words)	35%
	Essay - (LO3,LO4) Examination of the coach athlete relationship and moral and social issues within sport coaching (2000 words)	65%
Practical	(LO2) Demonstration - personal development and performance as a coach and justification of approach.	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 28/06/2021	**Approved by:** Lynn Stephens Date: 28/06/2021