# PROGRAMME QUALITY HANDBOOK 2017-18

# FdSc Sport and Exercise Science

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# 1. Welcome and Introduction to FdSc Sport and Exercise Science.

Welcome to the Foundation Degree in Sport and Exercise Science delivered by University Centre South Devon. This course is specifically designed to equip you with specialist skills and knowledge required to work within the dynamic and growing health and fitness sector. Whilst studying this course, there will be the opportunity to take part in a variety of work experience opportunities and additional governing body awards. The department's industry relevant links have also allowed for several of our past students to gain successful employment in their chosen subject fields.

You will have the opportunity to study additional linked qualifications, including the YMCA Certificate in Sports Massage, YMCA Certificate in Fitness Instruction (Gym Based Exercise) and the YMCA Diploma in Exercise Referral. You will also have the opportunity to access a variety of specialist facilities and equipment, ranging from clinical sports therapy treatment rooms to advanced fitness testing apparatus. Within your programme of study you will learn about a variety of sport and exercise specific subject matters including Exercise and Health Psychology, Exercise Physiology, Nutrition and the Fundamentals of Training and Fitness.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    - Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
    - available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

## 2. Programme Specification

**Awarding Institution:** University of Plymouth
**Teaching Institution:** South Devon College
**Accrediting Body:** N/A
**Final Award:** FdSc
**Intermediate Awards:** Certificate of Higher Education (CertHE)
**Programme Title:** Sport and Exercise Science

**UCAS Code:** CB69
**JACS Code:** CB69
**Benchmarks:** FDQB and informed by the hospitality, Leisure, Sport and tourism subject benchmark at the intermediate level "informed by…"

**Date of Approval:** September 2010

**Admissions Criteria:**

| Qualifications required for Entry | Comments |
|---|---|

**Candidates must have at Level 2:**

| | |
|---|---|
| Key Skills requirement/Higher Level Diploma | *Equivalent to Maths and English GCSE* |
| **and/or** | |
| GCSEs required at Level 5 above | *5 GCSE's which normally include Math and English* |

**Plus at least one of the following Level 3 qualifications:**

| | |
|---|---|
| A Levels required: *(College to insert AS/A2/UCAS Points Tariff)* | *48 UCAS points* |
| BTEC National Certificate/Diploma | *12 – pass grade at certificate minimum* |
| HNC/D | *Any* |
| VDA: AGNVQ, AVCE, AVS | *12 units AVCE (double award) Preferably science, NVQ L3 in a sports health and fitness are and diploma in sports therapy or related discipline* |
| Access to HE or Year 0 provision | *Science and subject to review* |
| International Baccalaureate | *Subject to interview* |
| Irish/Scottish Highers/Advanced Highers | *Equivalent to 48 UCAS points* |

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| Work Experience | *Prospective students with a strong vocational background will be considered through an interview* |
| Other non-standard awards or experiences | *By interview* |
| APEL/APCL possibilities **Add Academic Regs link)** | *UoP Academic Regulations will apply Home.plymouth.ac.uk/regulations* |
| Interview/portfolio requirements | *All students will be expected to attend an interview day and an induction programme prior to enrolling on the course* |
| Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required | *Yes – this needs to be completed before enrolment on the course* |

**Aims of the Programme:**

The programme is intended to:

1. Develop an appreciation, knowledge and understanding of a range of inter-related factors (Medical, Political, Social, Cultural, Economic, Physical, Emotional and Intellectual) that effect exercise and fitness participation.
2. Develop knowledge and understanding of the complexity of Human Performance and the body's adaptations and response to exercise.
3. Develop essential practical and vocational skills which are critical in the delivery of exercise, fitness and health programmes.
4. Contribute to the improvement of standards and practice within the Industry by developing competent professionals who have both the Knowledge and Skills necessary to work within the exercise, health and fitness sectors.

**Programme Intended Learning Outcomes:**

By the end of this programme the student will be able to:

1. Understand, critically evaluate and reflect on barriers to health, exercise and fitness.
2. Understand, explain and evaluate the human adaptation and response to exercise.
3. Understand the social, political, economical and cultural contexts of health, exercise and fitness and analyse the impact of current practice and policy.
4. Demonstrate a range of vocationally specific skills in the promotion of professional practice.
5. Demonstrate effective analytical, evaluative and reflective skills.

### 2.1.1. Brief Description of the Programme

A vocational and academic study associated with the exercise science and fitness industry, combining theoretical study and some practical experience.

### 2.1.2. Programme Structure and Pathways

**College: South Devon College**

**Year: 2017/2018**

**Course Code: *3410***

**Full/Part Time: F/T**

**Programme Structure for *Sport and Exercise Science***

| Stage 1 | | | | Stage 2 | | | |
|---|---|---|---|---|---|---|---|
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** | **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| SOUD1156 | Human Anatomy and Physiology | 20 | core | EXF201 | Research Statistics for Sports and Exercise Science | 20 | core |
| EXF105 | Fundamentals of Training | 20 | core | EXF202 | Exercise Physiology | 20 | core |
| EXF106 | Exercise and lifestyle | 20 | core | SOUD2114 | Nutrition and Exercise | 20 | core |
| SOUD1309 | Skill Acquisition in Sport | 20 | core | SOUD2332 | Sport Coaching and Leadership | 20 | core |
| SOUD1117 | Developing Research and Practice | 20 | core | EXF205 | Exercise and Health Psychology | 20 | core |
| SOUD1310 | Professional Vocational Study | 20 | core | SOUD2261 | Biomechanics of Sport Performance | 20 | core |

### 2.1.3. Progression Route(s)

BSc (Hons) Health and Fitness – Plymouth University

BSc (Hons) Coaching (Sports Performance and Development) – Plymouth University (Main Campus: Partner College - South Devon College)

### 2.1.4. Any Exceptions to Plymouth University Regulations

*NONE*

### 2.1.5. Teaching Methods and Assessments

| A: Development of Knowledge and Understanding | Learning and Teaching Strategy/Method |
|---|---|
| 1. A critical understanding of the development of knowledge in their particular subject domain<br>2. An understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts<br>3. Their understanding of the subject through both academic and professional reflective practice<br>4. Their research and problem-solving abilities by critically understanding methods of acquiring, Interpreting and analysing information appropriate to their context of study<br>5. An understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice | **Primary**<br><br>Lectures and tutorials<br>Directed independent study<br>Practicals<br>Learning from work experience<br>Vocational visits<br><br>**Secondary**<br>Case studies<br>Problem-solving exercises |
| **NB: Benchmark References**<br><br>Hospitality,<br>Leisure, Sport<br>and Tourism | **Assessment**<br><br>Key knowledge and understanding is assessed via a combination of examinations, essays, presentations and seminar performances. |

| 2.1.6. B: Cognitive and Intellectual Skills | Learning and Teaching Strategy/Method |
|---|---|
| 1. Research and assess subject specific facts, theories, paradigms, principles and concepts.<br>2. Critically assess and evaluate evidence.<br>3. Critically interpret data and text.<br>4. Describe and analyse information.<br>5. Apply knowledge to the solution of familiar and unfamiliar problems.<br>6. Develop a reasoned argument and challenge assumptions.<br>7. Take responsibility for their own learning and continuing professional development. | **Primary**<br>• Class exercises<br>• Tutorial/seminar discussions<br>• Feedback via coursework assessment process (essays etc)<br>• Lab Reports<br>• Vocational updating and skills<br>• Vocational Visits<br>• Work Based Learning<br><br>**Secondary**<br>• Case studies<br>• Problem-solving exercises<br>• Lectures and Seminars |

| | |
|---|---|
| **2.1.7. NB: Benchmark References**<br>**2.1.8.**<br>Hospitality,<br>Leisure, Sport and Tourism | **Assessment**<br>• Essays/projects/dissertations<br>• Examinations/tests<br>• Coursework/group work on practical application questions<br>• Presentations<br>• Computer-based practical's on data and measurement problems. |
| **2.1.9. C: Key Transferable Skills**<br>**2.1.10.**<br>1. Communication and presentation skills.<br>2. Numeracy and C & IT skills.<br>3. Interactive and group skills.<br>4. Problem solving skills.<br>5. Ability to self-appraise and reflect on practice.<br>6. Ability to plan and manage learning.<br>7. Work effectively and support others as part of a team<br>**2.1.11.** | **Learning and Teaching Strategy/Method**<br>• Laboratory work<br>• Projects<br>• Designated tasks<br>• Lectures and tutorials<br>• Learning from work |
| **2.1.12. NB: Benchmark References**<br>**2.1.13.**<br>2.1.14. Hospitality,<br>2.1.15. Leisure, Sport<br>2.1.16. and Tourism<br>**2.1.17.** | **Assessment**<br>• Project work<br>• Presentations |

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| **2.1.18. D: Skills Specific**<br><br>1. Plan, design and execute practical activities using appropriate techniques and procedures.<br>2. Undertake fieldwork with due regard for safety and risk assessment.<br>3. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.<br>4. Recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct. | **Learning and Teaching Strategy/Method**<br><br>**2.1.19. Primary**<br>• Library and other research exercises<br>• Group work awareness and practice<br>• Computer-based learning and assessment<br>• Practicals<br>• Client referrals<br>• Vocational Visits<br><br>**Secondary**<br>• Class and seminar interactions and feedback<br>• Case Studies<br>• Guest Speakers |
| **E: Practical Skills**<br>By the end of the programme the student will be able to: | **Learning and Teaching Strategy/Method**<br><br>• Laboratory work<br>• Projects<br>• Designated tasks<br>• Lectures and tutorials<br>• Learning from work |
| **2.1.20. NB: Benchmark References**<br><br>Hospitality, Leisure, Sport and Tourism | **2.1.21. Assessment**<br><br>• Coursework of all types<br>• Examination preparation and completion<br>• Assessed discussions/Presentations<br>• Group work assessments |

| **Distinctive Features of the Foundation Degree** |
|---|
| • Work-based learning opportunities and employers contributing to these<br>• Embedded professional qualification(s)<br>• Certificated learning alongside core curriculum<br>• Realistic Working Environment<br>• Close Links with Industry<br>• Vocational specific skill development<br>• Responds to local and national employment needs<br>• Realistic Working Environment (Sports Clinic and PCT GP referral Centre) |

### 2.1.22. Learning Outcomes Maps for *Sport and Exercise Science* at HE Levels 4 and 5

| Learning Outcomes Map | Level 4 | | |
|---|---|---|---|
| **1 Graduate Attributes and Skills** | | | |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| **Knowledge/ Understanding:**<br><br>Demonstrate an understanding of the development of knowledge in their particular subject domain.<br><br>Work with a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts<br><br>Understand and develop their knowledge through academic and professional practice. | **A2,A3** | Hospitality, Leisure, Sport and Tourism | SOUD1156 – Human Anatomy and Physiology<br><br>EXF105 – Fundamentals of Training and Fitness<br><br>EXF106 – Exercise and Lifestyle<br><br>SOUD 1117 – Developing Research and Practice |
| **Cognitive / Intellectual Skills:**<br><br>Research and assess subject specific facts, theories, paradigms, principles and concepts.<br><br>Describe and analyse information and be able to develop a basic reinterpretation of key factors.<br><br>Assess and evaluate evidence.<br><br>Interpret data and text. | **B1,B4 B5, B7** | Hospitality, Leisure, Sport and Tourism | SOUD 1117 – Developing Research and Practice<br><br>EXF106 – Exercise and Lifestyle<br><br>SOUD1309 – Skill Acquisition in Sport<br><br>SOUD1156 – Human Anatomy and Physiology |

| | | | |
|---|---|---|---|
| **Key / Transferable Skills:**<br><br>Demonstrate effective Communication and presentation skills.<br><br>Demonstrate effective Numeracy and C & IT skills.<br><br>Demonstrate competent Interactive and group skills.<br><br>Demonstrate competent problem solving skills.<br><br>Demonstrate appropriate research skills | **C1,C2**<br>**C3,C6**<br>**C7** | Hospitality, Leisure, Sport and Tourism | SOUD1156 – Human Anatomy and Physiology<br><br>EXF105 – Fundamentals of Training and Fitness<br><br>SOUD1309 – Skill Acquisition in Sport<br><br>SOUD 1117 – Developing Research and Practice |
| **Employment-related Skills:**<br><br>Undertake further training and develop new skills within a structured and managed environment.<br><br>Expand current knowledge base in order to inform practice. | | Hospitality, Leisure, Sport and Tourism | SOUD1156 – Human Anatomy and Physiology<br><br>EXF105 – Fundamentals of Training and Fitness<br><br>SOUD 1117 – Developing Research and Practice<br><br>SOUD1310 – Professional Vocational Study |
| **Practical Skills ( Course Specific ):**<br><br>Plan, design, manage and evaluate practical activities using appropriate techniques and procedures.<br><br>Review and evaluate fieldwork with due regard for safety and risk assessment. | **D1,D2** | Hospitality, Leisure, Sport and Tourism | SOUD1156 – Human Anatomy and Physiology<br><br>EXF105 – Fundamentals of Training and Fitness<br><br>SOUD1309 – Skill Acquisition in Sport |

| Foundation Degree Intended Learning Outcomes Map | Level 5 | | |
|---|---|---|---|
| 1 Graduate Attributes and Skills | | | |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | Programme Learning Outcome | Related Core Modules |
| **Knowledge/ Understanding:**<br><br>Demonstrate their research and problem solving abilities through acquisition, interpretation and analysis of information appropriate to the context of study with some limitations.<br><br>Understand and have some critical awareness of, the moral, ethical and legal issues which underpin best practice.<br><br>Provide a critical understanding of the development of knowledge in their particular subject domain. | **A1,A4** | Hospitality, Leisure, Sport and Tourism | EXF201 – Research Statistics for Sports and Exercise Science<br><br>EXF202 – Exercise Physiology<br><br>EXF205 – Exercise and Health Psychology<br><br>SOUD2261 - Biomechanics of Sports Performance |
| **Cognitive / Intellectual Skills:**<br><br>Analyse and synthesise information and present a structured and evidenced reinterpretation of the information which can be used to give an insight into issues relevant to the professional context.<br><br>Develop a reasoned argument and identify basic assumptions.<br><br>Take responsibility for their own learning and continuing professional development.<br><br>Critically assess and evaluate evidence.<br><br>Critically interpret data and text. | **B2,B3 B6** | Hospitality, Leisure, Sport and Tourism | EXF201 – Research Statistics for Sports and Exercise Science<br><br>EXF205 – Exercise and Health Psychology<br><br>SOUD2261 - Biomechanics of Sports Performance<br><br>SOUD2114 – Nutrition and Exercise |

| | | | |
|---|---|---|---|
| **Key / Transferable Skills:**<br><br>Demonstrate an ability to self-appraise and reflect on practice.<br><br>Demonstrate the ability to plan and manage learning.<br><br>Demonstrate appropriate skills to work effectively and support others as part of a team. | **C4,C5** | Hospitality, Leisure, Sport and Tourism | EXF201 – Research Statistics for Sports and Exercise Science<br><br>SOUD2114 – Nutrition and Exercise<br><br>SOUD2332 - Sports Coaching and Leadership |
| **Employment-related Skills:**<br><br>Undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations.<br><br>Demonstrate and evaluate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. | | Hospitality, Leisure, Sport and Tourism | EXF201 – Research Statistics for Sports and Exercise Science<br><br>EXF205 – Exercise and Health Psychology<br><br>SOUD2332 - Sports Coaching and Leadership |
| **Practical Skills ( Course Specific ):**<br><br>Execute a sustained piece of independent work using appropriate media to communicate the findings in a way which demonstrates the ability to synthesise information and knowledge.<br><br>Engage in debate on the moral, ethical and safety issues which directly pertain to the context of study and to react appropriately to legislation and professional codes of conduct. | **D3,D4** | Hospitality, Leisure, Sport and Tourism | EXF201 – Research Statistics for Sports and Exercise Science<br><br>EXF205 – Exercise and Health Psychology<br><br>SOUD2332 - Sports Coaching and Leadership<br><br>EXF202 – Exercise Physiology |

## 3. Module Records

**SECTION A: DEFINITIVE MODULE RECORD.**

| | |
|---|---|
| **MODULE CODE:** SOUD1156 | **MODULE TITLE:** Human Anatomy and Physiology |

| | | |
|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** CB69 |
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** No |

**SHORT MODULE DESCRIPTOR:**

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 pre-requisite to exercise physiology.

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| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**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:** (additional guidance below)

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

1. Classify and identify the skeletal and musculature systems.
2. Understand the function and structure of the skeleton, muscles, nerves and connective tissue.
3. Show an understanding of how coordinated movement is produced.
4. Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise.
5. Describe blood flow in muscles and gaseous exchange in the respiratory system.

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| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Paul Matthews | **OTHER MODULE STAFF:** None |

**SUMMARY OF MODULE CONTENT:**

**Structure**: Appendicular and axial skeleton, bones, cartilage, tendons and ligaments.
**Musculature**: Joint muscles, muscle fibres and concentric/eccentric contractions.
**Movement**: Central nervous system, motor neurone, motor unit, peripheral nervous system and summation of forces.
**Components**: Cardiovascular structure and function, respiratory structure and function and the mechanics of breathing.
**Performance**: Gaseous exchange, vasoconstriction and vasodilation, vasomotion control and the venous return mechanism.

| **SUMMARY OF TEACHING AND LEARNING** | | |
|---|---|---|
| **Activities:** | **Hours:** | **Comments/Additional Information:** |
| Scheduled Lectures/Seminars | 60 | 4 hours per week for 15 weeks (Includes aspects of YMCA Anatomy and Physiology - Theory). |
| Guided Independent Study | 140 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Class based Test<br>Assignment 1<br>Assignment 2 | (20%)<br>(40%)<br>(40%)<br>Total 100% | Underpinning Anatomical Structures and Functions (LO1, LO2).<br>Analyse a Sporting Movement (LO3).<br>Analysis of aerobic and anaerobic systems (LO4, LO5). |

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|---|---|
| **Updated by**: 28/9/17<br>Date: Paul Matthews | **Approved by**: 28/9/17<br>Date: Ben Roper |

**SECTION A: DEFINITIVE MODULE RECORD.**

| **MODULE CODE:** EXF105 | **MODULE TITLE:** Fundamentals of Training and Fitness |
|---|---|

| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** CB69 |
|---|---|---|

| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** No |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module focuses 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. Students will be expected to apply their knowledge and understanding to the planning, implementation and evaluation of personal fitness programmes. Students will complete a YMCA Gym Instructors qualification as part of the assessment of this module.

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| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**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 complete a CYQ Fitness Instructors course, as part of the assessment for this module.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Discuss fitness and the assessment of its components using field-based measures.
2. Explain the principles of training and analyse the short and long term physiological changes made by the body following an exercise programme.
3. Demonstrate knowledge of training programmes for specific outcomes.
4. Plan, undertake and evaluate a training programme.

| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
|---|---|
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Ben Roper | **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 and objectivity of the tests carried out.

**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.

**Training programmes** Format of training programmes, writing training programmes for specific sports / activities. Endurance training methods and activities, Strength/power training methods, Flexibility training.

| **SUMMARY OF TEACHING AND LEARNING** | | |
|---|---|---|
| **Activities:** | **Hours:** | **Comments/Additional Information:** |
| Scheduled Lectures/Seminars | 60 | 4 hours per week for 15 weeks (Includes YMCA Principles of Exercise and Health - Theory). |
| Guided Independent Study | 140 | Directed weekly reading and assessment – portfolio based, test revision (YMCA), practical and reports. |
| **Total** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Assignment 1<br>Assignment 2<br>Assignment 3 | (20%)<br>(40%)<br>(40%)<br>Total 100% | YMCA Certificate in Fitness Instruction (LO2).<br>Report – Field Based Testing - 2000 Words (LO1).<br>Report – Programme Design - 1700 Words (LO3, LO4). |

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| **Updated by**: Ben Roper Date: 01/09/2017 | **Approved by**: Lynn Squire Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

| | |
|---|---|
| **MODULE CODE:** EXF106 | **MODULE TITLE:** Exercise and Lifestyle |

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|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** CB69 |

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|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

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.

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| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**MODULE AIMS:**

Students will be encouraged to actively contribute to their learning experience through discussion seminars and practical experience in researching and compiling data. Efforts should be made to liaise with local health authorities and professionals. A special project should be presented at the end of the term to discuss relevant findings.

**ASSESSED LEARNING OUTCOMES:**

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

1. Describe the role of exercise in the maintenance of health.
2. Describe the role of exercise in the maintenance of well-being.
3. Identify motivational models for exercise adoption and maintenance.
4. Investigate some negative aspects of exercise addiction.

| | |
|---|---|
| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AU/M |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Paul Hooper | **OTHER MODULE STAFF:** None |

**SUMMARY OF MODULE CONTENT:**

**Maintenance of health;** Physical activity and risk. CHD, hypertension, diabetes, obesity, osteoporosis, depression. Epidemiological studies.
**Maintenance of well-being;** The role of activity in reducing anxiety and stress. Effects of activity on self-esteem and social interaction. Investigations into the ageing process and psycho-social health.
**Motivational models;** Nature of motivation. Maslow's hierarchy of needs. Intrinsic and extrinsic motivation. Goal setting, self-efficacy and personal costs. Barriers to participation and other factors influencing exercise adoption. Transtheorectical model of behaviour change (Prochaska and Di-Clemente).
**Negative aspects of exercise;** Overuse syndrome, symptoms, treatment and prevention. Identification of overuse injuries and safe and effective practice to minimise the risk of injury. Exercise addiction. Positive and negative aspects. Links between exercise addiction and body image. Anorexia. Bulimia, IBS.

**SUMMARY OF TEACHING AND LEARNING**

| Activities: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures/Seminars | 60 | 4 hours per week for 15 weeks. |
| Guided Independent Study | 140 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Report<br>Academic Poster Design | 60%<br>40%<br>Total 100% | Report - 3000 Words (LO1, LO2, LO4)<br>Academic Poster - Approximately 1000 Words (LO3) |

| | |
|---|---|
| **Updated by**: Paul Hooper | Date: 01/09/2017 |
| **Approved by**: Ben Roper | Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD:**

| | |
|---|---|
| **MODULE CODE:** SOUD1309 | **MODULE TITLE:** Skill Acquisition in Sport |

| | | |
|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** X900 |

| | | |
|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

This unit has been designed to develop learners' awareness of skill acquisition/ learning and to enable them to apply this knowledge to practical situations.

| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked:** Sport and Exercise Science

**PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT:** NA

**MODULE AIMS:**

To enable learners to understand, describe and examine how individuals learn and acquire skill within sporting environments. Learners will 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:**

1. Examine the nature of skilled performance within a sporting context.
2. Investigate and describe the information processing model and identify practical applications in sporting environments.
3. Apply the key concepts relating to the dynamical systems approach.
4. Discuss and identify how theories of learning can be applied to the design of an ideal learning environment to allow coaches to organise optimal practice sessions.

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| **DATE OF APPROVAL**: | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION**: 09/2014 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** David Gould | **OTHER MODULE STAFF:** None |

**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.

**SUMMARY OF TEACHING AND LEARNING**

| Scheduled Activities: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures/Seminars | 60 | 4 hours per week for 15 weeks. |
| Guided Independent Study | 140 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total:** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Essay<br>Micro-Teach / Coaching Session | (50%)<br>(50%)<br>100% | 1500-2000 Words (LO1, LO2).<br>A practical coaching session accompanied by a rationale and task analysis, that justifies the session in the light of the theoretical concepts covered (LO3, LO4). |

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| **Updated by**: Daniel Gaze Date: 01/09/2017 | **Approved by**: Ben Roper Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

| | |
|---|---|
| **MODULE CODE:** SOUD1117 | **MODULE TITLE:** Developing Research and Practice |

| | | |
|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** CB69 |

| | | |
|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** No |

**SHORT MODULE DESCRIPTOR:**

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** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Subject External

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

**MODULE AIMS:**

- 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.
- To support students in developing as autonomous learners at HE level.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Demonstrate how relevant theoretical perspectives have informed and enhanced practice.
2. Select examples from their practice to illustrate their understanding of the well-established principles of the area(s) of study in the programme.
3. Demonstrate an ability to identify, locate, critically evaluate and use information appropriate to the task in hand.
4. Demonstrate the ability to work independently and in a team in a manner that meets professional requirements.
5. Demonstrate the acquisition of research related skills in the area(s) of study.
6. Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences.
7. Evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

*(Selected from Knowledge and Understanding; Cognitive/intellectual skills; Key/transferable skills; Practical skills - see SEEC level descriptors*)

| | |
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| **DATE OF APPROVAL**: 09/2010 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION**: 09/2010 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |
| **MODULE LEADER:** Hayley Edmonds | **OTHER MODULE STAFF:** Ben Roper |

**SUMMARY OF MODULE CONTENT:**

Through a series of tutorials, and specialist referral if necessary, students will be introduced to:

- 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: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures / Seminars / Discussion Groups | 60 | 4 hours per week for 15 weeks. |
| Guided independent study | 140 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Essay<br><br>Essay | 40%<br><br>60%<br>Total =100% | Literature Review – 2000 Words (LO1, LO2, LO3, LO5).<br><br>Self-reflective essay (2000 words) (LO4, LO6, LO7) |

| | |
|---|---|
| **Updated by**: Hayley Edmonds | Date: 01/09/2017 |
| **Approved by**: Ben Roper | Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD:**

| | |
|---|---|
| **MODULE CODE:** SOUD1310 | **MODULE TITLE:** Professional Vocational Study |

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|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 4 | **JACS CODE:** CB69 |

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|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

The aim of this module is to give the students the opportunity to support their academic programme and research with a vocational qualification. Candidates will be able to select one of the following vocational programmes; * GP Referral Scheme. *CYQ Gym Instructors Certificate. *VTCT Diploma in Sports Therapy. In addition to this, learners will also develop a clear understanding of the key principles and purpose of reflective practice.

| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked:** Sport and Exercise Science

**PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT:** NA

**MODULE AIMS:**

Students will be expected to complete an accredited professional vocational qualification linked to the sport and fitness industry. Alongside their selected professional qualification, students are required to evaluate the importance of self-reflection and the maintenance of professional standards for all sport and exercise industry practitioners.

**ASSESSED LEARNING OUTCOMES:**

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

1. Evaluate the importance of self-reflection for all industry based practitioners.
2. Evaluate the key theories and concepts behind reflective practice.
3. Undertake a professional vocational qualification linked to the sport and exercise industry.
4. Complete a reflective journal on your experiences and personal development associated with your chosen professional vocational qualification.

| | |
|---|---|
| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

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|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Lynn Squire | **OTHER MODULE STAFF:** None |

**SUMMARY OF MODULE CONTENT:**

**Approved Professional Vocational Qualifications:**
GP Referral Qualification (Wright Foundation or CYQ).
Diploma in Sports Therapy; VTCT accredited.
Gym Instructors Certificate; CYQ accredited.
Certificate in Sports Massage (Level 3); CYQ accredited.

Theories of Reflective Practice (Key Contributors and Models); Application of Reflective Practice (Personalised Journal).

| SUMMARY OF TEACHING AND LEARNING | | |
|---|---|---|
| **Activities:** | **Hours:** | **Comments/Additional Information:** |
| Scheduled Lectures / Seminars / Practical's | 60 | 3 hours per week for 20 weeks (includes contact hours for selected 'PVS' qualification). |
| Guided Independent Study | 140 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Portfolio of Evidence<br><br>Report | (40%)<br><br>(40%)<br><br>Total 100% | Completion of Professional Vocational Qualification (LO3), *plus* Reflective Journal (LO4).<br><br>2000 word Report - Theories of Reflective Practice (LO1, LO2). |

| | |
|---|---|
| **Updated by**: Lynn Squire Date: 01/09/2017 | **Approved by**: Ben Roper Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

| **MODULE CODE:** EXF201 | **MODULE TITLE:** Research Statistics for Sports and Exercise Science |
|---|---|

| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** CB69 |
|---|---|---|

| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

The students will be introduced to the disciplines and techniques of collecting, analysing presenting data. It includes the application and understanding of qualitative and quantitative research methods, and the use of computers for the analysis and evaluation of statistical data.

| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**MODULE AIMS:**

- Develop the skills and understanding that will enable students to research using primary and secondary sources.
- Identify and assess the limitations of various research techniques and suggest methods of overcoming them.
- Enable students to 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:** (additional guidance below)

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

1. Synthesise current research and literature on sports and exercise sciences research methods.
2. Assess the principles and practices of designing and planning research.
3. Evaluate the principal methods of quantitative analysis.
4. Evaluate the principal methods of qualitative analysis.
5. Present findings in a concise and lucid manner.

| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
|---|---|
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

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|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Alastair Wilson | **OTHER MODULE STAFF:** None |

**SUMMARY OF MODULE CONTENT:**

Defining research problems; 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.
Statistical distributions; statistical analysis; data description; data presentation; statistical pitfalls. Observation; depth interviews; qualitative data analysis.

**SUMMARY OF TEACHING AND LEARNING**

| Activities: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures/Seminars | 30 | 1 hour per week for 30 weeks |
| Project support | 10 | Project supervision and Stats support |
| Guided Independent Study | 160 | Directed weekly reading, moodle based talks, and assessment development/revision |
| **Total** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Literature Review<br><br>Research Project | 30%<br><br>70%<br><br>100% | Literature Review (1500words) LO 1<br><br>Final Project (4500words inclusive of Lit Review). LO2 – LO5. |

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|---|---|
| **Updated by**:<br>Alastair Wilson | Date:<br>01/09/2017 |
| **Approved by**:<br>Ben Roper | Date:<br>02/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

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|---|---|
| **MODULE CODE:** EXF202 | **MODULE TITLE:** Exercise Physiology |

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|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** CB69 |

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|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** No |

**SHORT MODULE DESCRIPTOR:**

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.

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| **ELEMENTS OF ASSESSMENT** | |
|---|---|
| COURSEWORK | |
| **C1** | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**MODULE AIMS:**

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

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Analyse the relative contributions of the systems of energy to different intensities and types of exercise.
2. Investigate the cardio respiratory and cardiovascular responses to acute and chronic exercise.
3. Investigate neuromuscular and hormonal responses to acute and chronic exercise.
4. Evaluate environmental influences on human performance.

| | |
|---|---|
| **DATE OF APPROVAL:** 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION:** 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

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|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Paul Matthews | **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 pressures.
**Fitness and well-being:** basal metabolic rates and fitness requirements through the life cycle; child to adult.

**SUMMARY OF TEACHING AND LEARNING**

| Activities: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures/Seminars | 45 | 3 hours per week for 15 weeks. |
| Guided Independent Study | 155 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Report<br><br>Research and Presentation Design | (50%)<br><br>(50%) Total 100% | Energy Systems – Practical Activity and Report – (LO1, LO2).<br><br>Response to Environmental Stress – PowerPoint Presentation Design – (LO3, LO4). |

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|---|---|
| **Updated by**: Paul Matthews Date: 01/09/2017 | **Approved by**: Ben Roper Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

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|---|---|
| **MODULE CODE:** SOUD2114 | **MODULE TITLE:** Nutrition and Exercise |

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|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** CB69 |

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|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

This module provides the learner with knowledge relating to sports nutrition. The module looks at general nutritional requirements of physically active individuals, including macronutrients, micronutrients, energy balance and calorific values, and the assessment of calorie intake and expenditure. The module 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** | | | |
|---|---|---|---|
| WRITTEN EXAMINATION | | COURSEWORK | |
| E1 (Formally Scheduled) | 30% | C1 | 70% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**MODULE AIMS:**

- To develop an understanding of the nutrient requirements for sedentary and physically active subjects and the importance of maintaining energy balance.
- To develop the ability to prescribe nutritional strategies used to improve athletic performance.
- To review nutritional techniques used by athletes in preparation for, and recovery from, exercise.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Examine the functions, dietary sources and recommended daily allowance (RDA) of macro and micronutrients.
2. Explore and examine methods of dietary assessment and their use in sedentary and athletic performers.
3. Analyse nutritional strategies which could be used in preparation for, and recovery from, exercise.
4. Evaluate the use of nutritional strategies used to improve athletic performance, including ergogenic and nutritional aids.

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|---|---|
| **DATE OF APPROVAL**: 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION**: 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

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|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Hayley Edmonds | **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.

**Dietary assessment and Energy balance:** Exploration of 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 | | |
|---|---|---|
| **Activities:** | **Hours:** | **Comments/Additional Information:** |
| Scheduled Lectures/Seminars | 45 | 3 hours per week for 15 weeks. |
| Guided Independent Study | 155 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Written exam | E1 | Examination | 100% | LO4 – End of Module Test |
| Coursework | C1 | Case Study and Report<br><br>Case Study and Report | 100% | LO1, LO2 – Dietary Assessment<br><br>LO3 – Dietary Modification for Performance |

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| **Updated by**: Lynn Squire 01/09/2017<br>Date: | **Approved by**: Date:<br>Ben Roper 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD:**

| | |
|---|---|
| **MODULE CODE:** SOUD2332 | **MODULE TITLE:** Sports Coaching & Leadership |

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|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** X900 |

| | | |
|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

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, gaining National Governing Body awards and constructing a coaching profile.

| **ELEMENTS OF ASSESSMENT** | | | |
|---|---|---|---|
| COURSEWORK | | PRACTICAL | |
| C1 | 70% | P1 | 30% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked:** Sport and Exercise Science

**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 or legal requirements and responsibilities of a coach as well as the moral and social issues that need to be considered when coaching in the outdoors.

**ASSESSED LEARNING OUTCOMES:**

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

1. Critically evaluate a range of coaching techniques in practice.
2. Demonstrate a development of personal coaching and philosophies through delivery of planned activities.
3. Analyse the current moral and social issues relative to sports coaching and leadership.
4. Examine the legal requirements and responsibilities of a coach.

| | |
|---|---|
| **DATE OF APPROVAL:** | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION:** 09/2015 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY |

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

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|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Ben Roper | **OTHER MODULE STAFF:** None |

| **SUMMARY OF MODULE CONTENT:** |
|---|
| The will provide students with a greater understanding of the technical and coaching requirements of specific sports. Developing and building upon their practical experiences towards gaining National Governing Body awards and constructing a coaching and leadership profile. |

| **SUMMARY OF TEACHING AND LEARNING** | | |
|---|---|---|
| **Scheduled Activities:** | **Hours:** | **Comments/Additional Information:** |
| Scheduled Lectures / Seminars | 45 | 3 hours per week for 15 weeks. |
| Practical Sessions | 20 | Spread out throughout the 30 weeks. |
| Guided Independent Study | 135 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Assignment 1 | 100% | LO1, LO3. LO4 Analysing and examining the theoretical underpinning knowledge of subject. |
| Practical | P1 | Assignment 2 | 100% | LO2. Demonstration of personal development and performance as a coach and evaluation of coaching techniques. |

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|---|---|
| **Updated by**: Ben Roper Date: 01/09/2017 | **Approved by**: Lynn Squire Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD.**

| | |
|---|---|
| **MODULE CODE:** EXF205 | **MODULE TITLE:** Exercise and Health Psychology |

| | | |
|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** CB69 |

| | | |
|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

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** | |
|---|---|
| COURSEWORK | |
| C1 | 100% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked**: Science

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

**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:** (additional guidance below)

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

1. Evaluate psychological factors relating to exercise adherence.
2. Critically review the importance of motivation and its application to sport and exercise.
3. Evaluate a range of psychological intervention strategies used in sport and exercise psychology.
4. Apply knowledge from contemporary exercise psychology to meet the needs of specific client groups.

| | |
|---|---|
| **DATE OF APPROVAL**: 07/06/06 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION**: 01/09/06 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** AY/AU/M |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **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 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 and Designing individual exercise programmes to meet client needs.

**SUMMARY OF TEACHING AND LEARNING**

| Activities: | Hours: | Comments/Additional Information: |
|---|---|---|
| Scheduled Lectures / Seminars / Assignment Development | 45 | 3 hours per week for 15 weeks. |
| Guided Independent Study | 155 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total** | **200** | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C1 | Report (50%)<br><br>Case Studies (50%) | 100% | Report - Linking Theory to Professional Practice (LO1, LO2).<br><br>Case Studies (LO3, LO4). |

| | |
|---|---|
| **Updated by**: Dave Gould Date: 01/09/2017 | **Approved by**: Ben Roper Date: 01/09/2017 |

**SECTION A: DEFINITIVE MODULE RECORD:**

| | |
|---|---|
| **MODULE CODE:** SOUD2261 | **MODULE TITLE:** Biomechanics of Sports Performance |

| | | |
|---|---|---|
| **CREDITS:** 20 | **FHEQ LEVEL:** 5 | **JACS CODE:** X900 |

| | | |
|---|---|---|
| **PRE-REQUISITES:** N/A | **CO-REQUISITES:** N/A | **COMPENSATABLE:** Yes |

**SHORT MODULE DESCRIPTOR:**

In order to understand spots performance fully, students must have knowledge of the biomechanics of sports techniques. This allows them to appreciate the movements of the body and sports equipment allowing the coach to enhance sports performance.

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| **ELEMENTS OF ASSESSMENT** | | | |
|---|---|---|---|
| WRITTEN EXAMINATION | | COURSEWORK | |
| **T1** (in-class test) | 40% | **C1** | 60% |

**SUBJECT ASSESSMENT PANEL - Group to which module should be linked:** Sport and Exercise Science

**PROFESSIONAL BODY MINIMUM PASS MARK REQUIREMENT:** NA

**MODULE AIMS:**

This module is designed to give students an understanding of biomechanics of sports techniques in order to improve their understanding of sports performance. Students will develop a greater understanding of the mechanics of movement and the laws of motion.

**ASSESSED LEARNING OUTCOMES:**

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

1. Analyse the concepts and application of forces
2. Show the ability to relate the role of forces and levers within the body
3. Analyse the mechanics of motion within a fluid environment
4. Substantiate arguments when applying biomechanics to sports techniques and notational analysis to sports performance.
5. Develop a range of skills from a biomechanical perspective to help prevent injury.

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|---|---|
| **DATE OF APPROVAL**: 05/2002 | **FACULTY/OFFICE:** AP |
| **DATE OF IMPLEMENTATION**: 09/2002 | **SCHOOL/PARTNER:** South Devon College |
| **DATE(S) OF APPROVED CHANGE:** N/A | **TERM:** Semester 3 |

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

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/18 | **NATIONAL COST CENTRE:** 108 |

| | |
|---|---|
| **MODULE LEADER:** Suzy Hedge | **OTHER MODULE STAFF:** None |

**SUMMARY OF MODULE CONTENT:**

**Motion:** Acceleration, displacement, friction, speed and velocity.
**Forces:** Newton's law, reaction force, resultant force, scalar and vector.
**Fluid:** Air resistance, Bernoulli effect, drag, Magnus effect and streamlining.
**Rotation:** Angular acceleration, displacement, momentum & velocity, moment of inertia and radius of gyration.
**Injury:** Excessive loads, gait analysis; pronation & supination, impact forces and overuse.

| **SUMMARY OF TEACHING AND LEARNING** | | |
|---|---|---|
| **Scheduled Activities:** | **Hours :** | **Comments/Additional Information:** |
| Scheduled Lectures / Seminars | 45 | 3 hours per week for 15 weeks. |
| Guided Independent Study | 155 | Directed weekly reading, moodle based activities, and assessment development / revision. |
| **Total:** | **200** | |

| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
|---|---|---|---|---|
| Written Exam | T1 | End of Unit Test | 100% | 1 hour end of unit test covering LO1 and LO2. |
| Coursework | C1 | Essay | 100% | Internal and External Forces - 2500 word assignment covering LO3, LO4 and LO5. |

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|---|---|
| **Updated by**: Suzy Hedge Date: 01/09/2017 | **Approved by**: Ben Roper Date: 01/09/2017 |