PROGRAMME QUALITY HANDBOOK 2019-2020

FdSc Adventure Leadership

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1. Welcome and Introduction to FdSc Adventure Leadership.

Welcome to Foundation Degree in Adventure Leadership delivered by University Centre South Devon. We would like to take this opportunity to say thank you for choosing to study Adventure Leadership at University Centre South Devon and welcome you to this exciting opportunity.
The FdSc Adventure Leadership programme is designed to develop your theoretical knowledge and understanding as well as enhancing your practical skills. Throughout the programme there will be the opportunity to access a range of National Governing Body qualifications.
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

1.1. Programme Management

The FdSc Adventure Leadership is led and overseen by the HE lead for Sport & Adventure and Higher Education Academic Co-ordinator Ben Roper. Section Head for this programme is Lynn Squire.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Your personal tutor is Ben Reynolds. Ben is the tutor and course leaders for the Level 3 Adventure programmes and has been involved with the HE programmes at the college for the last 5 years.

Further information about the tutoring role can be found by following this link to the University personal tutoring policy.

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1.3. Module Leaders

Andy Bennett - Andy is the module leader for Applied Adventure Sports. He has broad experience working in various locations around the UK with a focus on personal development and experiential learning. Andy leads the level 2 Certificate in Sport (Outdoor) and is a lead trainer facilitator for the Adventure Leadership practical program.

David Gould – David is the module leader for Skill Acquisition and Psychology for the Outdoors. He has been teaching in FE and HE for over 25 years and has a wealth of knowledge and experience in the fields of Psychology, Sociology and Sports Development. David teaches on the FdSc Sport, Coaching and Fitness and BSc Coaching (Sports Performance and Development) and is the tutor for Level 2 NVQ Football award.

Dr Roger Hopper – Roger is an external lecturer who works at UCSD through his involvement with Heatree activity centre. He is the module leader for Business Start-up, and the Adventure Sport block delivery unit. Roger has a Postgraduate Doctorate in Geotechnical Engineering and a PGCE in Outdoor Education. Roger brings a vast area of knowledge to both the BSc Coaching programme and the FdSc Adventure Leadership. In addition to this role Roger is the Outdoor Education Manager for Heatree.

Ben Reynolds – module leader for Principles of Adventure, Environment, Impact and Sustainability, Work Based Learning and Expedition Leadership. Ben has worked in the Outdoor Learning Sector for twenty five years and has been involved in training and lecturing instructors for a large part of this. He also has a keen interest in adventurous and exploratory journeys and has led expeditions all over the world on both land and water.

Ben Roper – Ben is the module leader for Coaching and Leadership. Alongside his teaching Ben has worked in the field as a Sports Development Officer and as a regional and national team coach for Basketball England, running a number of clubs in the region. Ben is the Higher Education Academic Co-ordinator & HE lead for the Sport & Adventure for the section.

Mike George – Mike is the module leader for Research Project and Reflection on Practice. He was formerly the HE Sport Programme Leader at Bath College working alongside first Bath

University and then the University of Gloucestershire. He has been teaching the last 9 years specialising in Research and Nutrition, with a MSc in Health and Exercise Science.

1.4. Course Contact List

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, Ben Reynolds on benreynolds@southdevon.ac.uk

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

2. Programme Specification

PD1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	South Devon College
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Full Time and Part Time
Final Award:	Foundation Degree in Science Adventure Leadership
Intermediate Award:	
Programme Title:	Adventure Leadership
UCAS Code:	X900
JACS Code:	C600
Benchmarks:	Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB). Hospitality, leisure, sport and tourism.
Date of Programme Approval:	

PD2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx.. 200-250 words):

The FdSc Adventure Leadership programme is designed to facilitate the development of leadership in students through the delivery of theoretical and practical aspects of adventure leadership. Throughout the programme there is the prospect to develop personal practical skills during weekly timetabled sessions. Students will have the opportunity to gain National Governing Body awards additional to the main programme and can access both internal and external courses. Students will have intellectually stimulating theory based lectures which aim to enhance knowledge and understanding of the underpinning theories of adventure leadership. Throughout the programme there is a core focus on developing theory into practice where students will engage in planning, delivering and evaluating practical leadership sessions to a range of clients. Students will also be required to plan and undertake an expedition of their choosing to develop and enhance their leadership skills in this adventure setting.

PD3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

[1] Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

PD4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm)

None

PD5. Programme Aims

The programme will deliver:

1. An environment where students can develop an ability to integrate practical and theoretical skills and knowledge and apply these to independent research in an adventure leadership context.
2. Skill development in a practical and theoretical setting to enhance the opportunity for lifelong learning in their chosen area of adventure and continual professional development to enhance their leadership.
3. Safe practices in adventure leadership to better understand the impact safety and the environment has on leaders within the adventure industry.
4. The opportunity to understand leadership potential through the development of knowledge and understanding of key themes of adventure leadership.
5. High quality provision focussed on enhancing employability opportunities both embedded and offered alongside the programme.

PD6. Programme Intended Learning Outcomes (ILO)

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

1. Evidence knowledge and understanding of key themes in adventure leadership to appropriate degree level of study.
2. Apply and analyse theoretical concepts into practice and analyse their use within adventure leadership.
3. Demonstrate a range of interpersonal skills associated with adventure leadership
4. Reflect and evaluate own performance to identify areas of success and weakness to action for employment in adventure industry.
5. Apply safe, appropriate and specific practical skills to a range of individual, team and leadership based contexts in adventure.
6. Demonstrate effective planning skills through a range of contexts including individual sessions and expeditions.
7. Appraise the use of theories and practices within adventure leadership to inform their own practice.

PD7. Distinctive Features

The Adventure Leadership Foundation Degree offers the opportunity to study within a supportive and developmental environment. Small cohort numbers ensure the quality of provision and the high levels of support offered from the team. Each cohort is provided with a personal tutor who will help support students throughout their study at South Devon College. The Adventure Leadership programme allows students to access a full practical day each week

aimed at developing both individual and leadership skills. Throughout practical days students will have access to high quality specialised equipment and highly qualified staff to ensure they gain the most from their sessions. There is a key focus on putting theory into practice and practical sessions allow the opportunity to put the theoretical aspects of the course into a practical setting. Throughout the academic year there is the opportunity to attend non-compulsory residential trips focussed in specific adventurous activities, which aim to enhance practical skills, knowledge and understanding. The Adventure Sports team work closely with industry personnel to offer employment and employability development opportunities. Included in this is the opportunity to gain National Governing Body awards alongside the main programme, which can include:

- British Canoe Union
- Mountain Training Association
- Royal Yachting Association
    - Personal skills awards
    - Leadership awards
    - Coaching awards
    - First aid

PD8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:
Minimum student numbers per stage = 8
Target student numbers per stage = 12
Maximum student numbers per stage = 16

PD9. Progression Route(s)

Approved ‘progression route(s)’ are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to ‘top-up’ to complete a Bachelor degree, but may be employed for other award types.
This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.
Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.
Level 6 Top-Up - BSc (Hons) Coaching (Outdoor Leadership) at South Devon College
The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PD10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Level 4 or above:**	Communication and application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) 4 relevant subject areas including Maths and English.
Level 3: at least one of the following: - **A Levels required to meet AS/A2/UCAS Points Tariff: 48** - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **HNC/D:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	48 UCAS tariff points which can include AS / A" qualifications National/Certificate Diploma at least PP in a relevant subject Pass Level – Subject to interview Merit Level – Subject to interview Merit Level – Subject to interview Pass – subject to interview 24 points 48 UCAS points and interview
Work Experience:	Knowledge of the industry
Other non-standard awards or experiences:	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
APEL / APCL[2] possibilities:	Considered on individual merit Some modules may be more applicable than others
Interview / Portfolio requirements:	Interviews MAY be required by the admissions tutor[3] No Portfolio required
Independent Safeguarding Agency (ISA) / DBS clearance required:	No DBS not required [4]
Disability South Devon College welcomes applications from applicants with disabilities, and comply with relevant legislation regarding disability. Applicants will be subject to standard academic selection procedures. Some applicants may be invited to attend an information meeting to ensure that the college can provide the required support, to indicate where any adjustments may need to be made and to discuss the capabilities required to complete the programme. Early disclosure of a	

[2] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning
[3] Enter: "interviews MAY be required by the admissions tutor" or "ALL applicants are to be interviewed"
[4] Enter: Y or N. If Y then enter who is responsible for paying the fees?

disability will assist South Devon College with understanding and supporting the applicant's individual needs. It is the applicant's responsibility to ensure that you make the college aware of any disability. If during the process of application, personal circumstances alter, or the applicant is affected by an injury or disability, please contact the admissions office.
(College Higher Education Admissions Policy)

PD11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.
Elements of this process include engaging with stakeholders. For this definitive document it is important to define:
Subject External Examiner(s): All Programme Modules will be covered by one EE where the existing external examiner for FdSc Outdoor Education will remain in post for re-approval.
Additional stakeholders specific to this programme: None

PD12. Programme Structure[5]

The following structure diagram(s) provides the current structure for this programme for students who commenced their programme of study in September 2019.

Academic Year: 19/20
Programme Code: 5801
Programme Title: FdSc Adventure Leadership

Full time Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1353	Developing Scholarship and Practice	20	Year 1	Semester 1	Core
SOUD1514	Environment, Impact and Sustainability	20	Year 1	Semester 2	Core
SOUD1515	Adventure Sports	20	Year 1	Block	Core
SOUD1356	Skill Acquisition	20	Year 1	Semester 2	Core
SOUD1357	Principles of Adventure	20	Year 1	Semester 1	Core
SOUD1485	Physiology for the Extremes	20	Year 1	Block	Core

Partner: South Devon College
Academic Year: 20/21
Programme Code: 5801
Programme Title: FdSc Adventure Leadership

Full time Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2302	Research and Statistics	20	2	All	Core
SOUD2303	Expedition Leadership	20	2	Semester 2	Core
SOUD2429	Work Based Learning in the Outdoors	20	2	Semester 2	Core
SOUD2470	Business Start-up	20	2	Block	Core
SOUD2306	Psychology for the Outdoors	20	2	Semester 1	Core
SOUD2471	Applied Adventure Coaching	20	2	Semester 1	Core

Academic Year: 2019/20
Programme Code: 5802
Programme Title: FdSc Adventure Leadership

Part time Level 4&5					
Module Code	**Module Title**	**Credits**	**Year of Delivery***	**Semester/Term of Delivery**	**Core/Optional**
SOUD1353	Developing Scholarship and Practice	20	1	Semester 1	Core
SOUD1514	Environment, Impact and Sustainability	20	1	Semester 2	Core
SOUD1515	Adventure Sports	20	1	All	Core
SOUD1356	Skill Acquisition	20	1	All	Core
SOUD1357	Principles of Adventure	20	2	All	Core
SOUD1485	Physiology for the Extremes	20	2	Block	Core
SOUD2303	Expedition Leadership	20	2	All	Core
SOUD2302	Research and Statistics	20	3	All	Core
SOUD2429	Work Based Learning in the Outdoors	20	3	All	Core
SOUD2306	Psychology for the Outdoors	20	3	All	Core
SOUD2470	Business Start Up	20	1	All	Core
SOUD2471	Applied Adventure Coaching	20	3	Block	Core

The following structure diagram(s) provides the current structure for this programme for students who commenced their programme of study in or prior to September 2018.

Academic Year: 19/20
Programme Code: 5801
Programme Title: FdSc Adventure Leadership

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2302	Research and Statistics	20	2018	All	Core
SOUD2303	Expedition Leadership	20	2018	Semester 2	Core
SOUD2429	Work Based Learning in the Outdoors	20	2018	All	Core
SOUD2305	Coaching	20	2018	Semester 1	Core
SOUD2306	Psychology for the Outdoors	20	2018	All	Core
SOUD2307	Applied Adventure Sports	20	2018	Block	Core

Level 4&5					
Module Code	**Module Title**	**Credits**	**Year of Delivery***	**Semester/Term of Delivery**	**Core/Optional**
SOUD1353	Developing Scholarship and Practice	20	1	Semester 1	Core
SOUD1354	Business Start Up	20	1	Semester 2	Core
SOUD1355	Adventure Sports	20	1	All	Core
SOUD1356	Skill Acquisition	20	1	All	Core
SOUD1357	Principles of Adventure	20	2	All	Core
SOUD1485	Physiology for the Extremes	20	2	All	Core
SOUD2305	Coaching	20	2	All	Core
SOUD2303	Expedition Leadership	20	2	All	Core
SOUD2303	Research and Statistics	20	3	All	Core
SOUD2429	Work Based Learning in the Outdoors	20	3	All	Core
SOUD2306	Psychology for the Outdoors	20	3	All	Core
SOUD2307	Applied Adventure Sports	20	3	All	Core

PD13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[6]

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.
Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): [7] • demonstrate an understanding of the philosophical basis of scientific paradigms • demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies. • research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems	Primary: Class based lessons, seminars, group work, practice based experience.[8] Secondary/Supplementary: Moodle VLE resources/re	1,2,4	1,2,3,4,5,6,7	Essay, Report, Presentation, Seminar, Practical[9]	SOUD1353 SOUD1355 SOUD1356 SOUD1357 SOUD1358 SOUD1514

[6] For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.
[7] Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"
[8] List strategy/methods (i.e. lecs, tuts, guided ind study etc)
[9] List the range of assessments most relevant to test these

• critically assess and evaluate evidence in the context of research methodologies and data sources • critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted • describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context • plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data • apply knowledge to the solution of familiar and unfamiliar problems • develop a sustained reasoned argument, perhaps challenging previously held assumptions • demonstrate effective communication and presentation skills work effectively independently and with others • take and demonstrate responsibility for their own learning and continuing personal and professional development • self-appraise and reflect on practice • plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills • recognise and respond to moral, ethical, sustainability and safety issues which • directly pertain to the context of study including relevant legislation and professional codes of conduct undertake fieldwork with continuous regard for safety and risk assessment • making effective use of knowledge and understanding of the disciplines underpinning human structure and function	ading and independent study				

• appraising and evaluating the effects of sport and exercise intervention on the participant • showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport • showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings • displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation. • displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Has a broad understanding of the knowledge base and its terminology or discourse.					
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Cognitive and Intellectual Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): *Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate*	Primary: Class based lessons, seminars, group work, practice based experience Secondary/Supplementary:	2,3,4	1,4,7	Essay, Report, Presentation, Seminar, Practical, Reflection	SOUD1353 SOUD1355 SOUD1356 SOUD1357 SOUD1358 SOUD1514

the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to: • critique rival theories and frameworks • analyse and synthesise relevant information • Intelligently apply appropriate principles in assessing policy or practice By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Identifies principles and concepts underlying theoretical frameworks and weakness. • Identifies a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods, collects data from a variety of sources, and communicates results effectively in an appropriate format. • Collects information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts. • Judges the reliability of data and information using pre-defined techniques and/or criteria.	Moodle VLE resources/reading and independent study				
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Key Transferable Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): *Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:* • Interact effectively, support others and lead a team or group	Primary: Class based lessons, seminars, group work, practice based experience Secondary/Supplementary: Moodle VLE resources/re	2,4,5	2,4,6	Essay, Report, Presentation, Seminar, Practical, Reflection, Peer	SOUD1353 SOUD1355 SOUD1356 SOUD1357 SOUD1358 SOUD1514

• manage learning using a range of resources for the discipline • Communicate effectively in a manner appropriate to outdoor industry, including the use of verbal & written communication, ICT, numeracy skills and non-verbal communication methods. • Ability to self-appraise and reflect on practice. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Relates own role to specified and externally defined parameters. Is aware of own capabilities in key areas and engages in development activity through guided self-direction Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts.	ading and independent study				
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): *Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:* • demonstrate a range of vocationally relevant practical skills • reflect on CPD planning and evaluate own strengths and opportunities for employment.	Primary: Class based lessons, seminars, group work, practice based experience Secondary/Supplementary: Moodle VLE resources/reading and independent study	1-5	1-7	Presentation, Seminar, Practical, Reflection, Peer	SOUD1353 SOUD1355 SOUD1356 SOUD1357 SOUD1358 SOUD1514

By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Acts with limited autonomy, under direction or supervision, within defined guidelines. Takes responsibility for the nature and quality of outputs. Relates own role to specified and externally defined parameters. Works effectively with others and recognises the factors that affect team performance.	especially in NGB				
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Practical Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): • demonstrate a range of vocationally relevant practical skills for the outdoor industry • apply specific computer and information technology skills By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Relates own role to specified and externally defined parameters. • Undertakes performance tasks that may be complex and non-routine engaging in self-reflection.	Primary: Practical based lessons, seminars, group work Secondary/Supplementary: independent study especially in NGB	1-5	2,3,5,6,7	Presentation, Seminar, Practical, Reflection, Peer	SOUD1353 SOUD1355 SOUD1356 SOUD1357 SOUD1358 SOUD1514

• Works effectively with others and recognises the factors that affect team performance. • Demonstrates awareness of ethical issues and is able to discuss these in relation to personal beliefs and values.					
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent practice, analysing					

Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related <u>Core</u> Modules**
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): [10] • demonstrate an understanding of the philosophical basis of scientific paradigms • demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies. • research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems • critically assess and evaluate evidence in the context of research methodologies and data sources	Primary: Class based lessons, seminars, group work, practice based experience. [11] Secondary/Supplementary: Moodle VLE resources/reading and independent study	1,2,4	1,2,3,4,5,6,7	Essay, Report, Presentation, Practical [12]	SOUD2302 SOUD2303 SOUD2304 SOUD2306 SOUD2470 SOUD2471

[10] Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

[11] List strategy/methods (i.e. lecs, tuts, guided ind study etc)

[12] List the range of assessments most relevant to test these

• critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted • describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context • plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data • apply knowledge to the solution of familiar and unfamiliar problems • develop a sustained reasoned argument, perhaps challenging previously held assumptions • demonstrate effective communication and presentation skills work effectively independently and with others • take and demonstrate responsibility for their own learning and continuing personal and professional development • self-appraise and reflect on practice • plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills • recognise and respond to moral, ethical, sustainability and safety issues which • directly pertain to the context of study including relevant legislation and professional codes of conduct undertake fieldwork with continuous regard for safety and risk assessment • making effective use of knowledge and understanding of the disciplines underpinning human structure and function • appraising and evaluating the effects of sport and exercise intervention on the participant					

• showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport • showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings • Displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation. • displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Has detailed knowledge of well-established theories and concepts.					
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Cognitive and Intellectual Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular to: • demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to outdoor industry •critique rival theories and frameworks •analyse and synthesise relevant information •analyse and reflect on the needs and requirements of the leisure industry	Primary: Class based lessons, seminars, group work, practice based experience Secondary/Supplementary: Moodle VLE resources/reading and	2,3,4	1,4,7	Essay, Report, Presentation, Seminar, Practical, Reflection	SOUD2302 SOUD2303 SOUD2304 SOUD2306 SOUD2470 SOUD2471

•Intelligently apply appropriate principles in assessing policy or practice By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Identifies analyses and communicates principles and concepts recognising competing perspectives. • Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships. • Uses appropriate theoretical models to judge the significance of the data collected recognising the limitations of the enquiry. • Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts. • Analyses a range of information comparing alternative methods and techniques. • Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	independent study				
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Key Transferable Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences,	Primary: Class based lessons, seminars, group work, practice based experience Secondary/Supplementary:	2, 4, 5	2,6,4	Essay, Report, Presentation, Seminar, Practical, Reflection	SOUD2302 SOUD2303 SOUD2304 SOUD2306 SOUD2470 SOUD2471

and deploy key techniques of the discipline effectively. In particular to: •Interact effectively, support others and lead a team or group •manage learning using a range of resources for the discipline •communicate effectively in a manner appropriate to adventure leadership, including the use of verbal & written communication, ICT, numeracy skills and non-verbal communication methods. •take responsibility for own learning with minimum direction •manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies •ability to self-appraise and reflect on practice. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Assesses own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. Uses feedback to adapt own actions to reach a desired aim and reviews impact. Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity.	Moodle VLE resources/reading and independent study				
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and	Primary: Class based lessons, seminars, group work, practice based experience	1-5	1-7	Presentation, Seminar, Practical, Reflection, Peer	SOUD2302 SOUD2303 SOUD2304 SOUD2306 SOUD2470 SOUD2471

acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular to: •demonstrate competence in leadership and commanding a team. •demonstrate a range of vocationally relevant practical skills •reflect on CPD planning and evaluate own strengths and opportunities for employment. •Work independently executing practical and academic tasks using appropriate techniques and procedures with due regard for safety and risk assessment, relevant legislation and professional codes of conduct. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Operates in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources Acts with limited supervision and direction, within defined guidelines accepting responsibility for achieving personal and/or group outcomes and/or outputs.	Secondary/Supplementary: Moodle VLE resources/reading and independent study especially in NGB				
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent reading					
Practical Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): • demonstrate a range of vocationally relevant practical skills for the outdoor industry • plan, design and execute practical vocationally based activities using appropriate techniques and procedures • demonstrate competence in a number of technical skills which meet the needs of national governing bodies of the industry. • apply specific computer and information technology skills	Primary: Practical based lessons, seminars, group work Secondary/Supplementary: independent study	1-5	2,3,5,6,7	Presentation, Seminar, Practical, Reflection, Peer	SOUD2302 SOUD2303 SOUD2304 SOUD2306 SOUD2470 SOUD2471

• analyse the performance of others using observational techniques By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Identifies external expectations and adapts own performance accordingly. Undertakes complex and non-routine performance tasks. Analyses performance of self and others and suggests improvements. Interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. Recognises and ameliorates situations likely to lead to conflict. Is aware of personal responsibility and professional codes of conduct.	especially in National Governing Body awards				
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Questioning, Arguing, critiquing, independent practice, analysing					

PD14. Work Based/Related Learning[13]

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ **level:** 4 and 5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related <u>Core</u> Module(s)**
Practical lecture experience	One full day practical per teaching week this is timetabled. All transport is	1-5	1-7	Peer teaching and assessments through practical delivery.	SOUD1355 SOUD1356 SOUD2302

[13] The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I,e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

	arranged via the College staff team and a rota of activities is devised to incorporate a range of outdoor and adventurous activities. Practical will include personal skills and coaching delivery. [14]			Practical skills assessment and coaching with internal and external groups. Demonstration of skills. Reflective logs of activities undertaken and progress. [15]	SOUD2429 SOUD2471

[14] i.e. where, how, when
[15] List the range of assessments most relevant

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD1353	**MODULE TITLE:**	Developing Scholarship and Practice
CREDITS: 20		**FHEQ Level:** 4	**JACS Code:** C600

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables students to demonstrate a range of key academic skills needed within degree level study. Particular focus will be on developing students' knowledge and understanding within aspects such as academic writing. Assessment work will focus students on developing specific areas needed to further their knowledge and understanding within all areas of their degree program.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

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. 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.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate the ability to communicate in styles appropriate to multiple professional contexts.
2. Demonstrate an ability to identify, locate, evaluate and use information appropriate to the task in hand.
3. Evidence an understanding of standardised academic standards associated with higher education study.
4. Analyse assessment methods commonly used in higher education study programmes.

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM/SEMESTER:**	Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**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 *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lecturers/seminars	60	4 hrs a week for 15 weeks
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Literature Review	50%	LO1 & LO2 – Student specific research topic (Lit review - 2000 words)
		Portfolio	50%	LO3 & LO4 – Assessment methods (evaluation of grade feedback, evaluation and self-analysis of assessment methods)
			Total = 100%	

Updated by:	**Date:**	**Approved by:**	**Date:**
Mike George	23/05/19	Ben Roper	23/05/19

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1354		**MODULE TITLE:** Business Start Up	
CREDITS: 20	**FHEQ Level:** 4		**JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module is designed to equip students with the skills required to start and run a new business successfully. Emphasis will be placed on the essential marketing, accounting implications as well as a broader understanding of the economy and how businesses operate.

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To recognise the importance of preparing a valid business plan.
- To present an effective business plan.
- To undertake effective market research
- To identify the legal requirements relevant to starting a new business.
- To understand potential sources of finance and the operation of a system of financial and budgetary control.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Identify and evaluate critical success factors of businesses in the adventure sports sector
2. Undertake and present market research on a new business idea
3. Prepare and present a business plan for an appropriate new business idea

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	Semester 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/2020	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Roger Hopper	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT

- Types of small businesses.
- Market research for and marketing of a business.
- Developing and protecting business ideas and producing a business plan.
- Sources of business support.
- Financial planning and budgetary control.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

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 tasks, and assessment development/revision.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Report Business Plan	50% 50% 100%	Report – 1000 Words - LO1 Business Plan - LO2 + LO3

Updated by:	**Date:**	**Approved by:**	**Date:**
Dr Roger Hopper	29/05/19	Ben Roper	29/05/19

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD1515	**MODULE TITLE: Adventure Sports**	
CREDITS: 20	**FHEQ LEVEL:** 4	**HECOS CODE: 100095**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module has been designed to develop students' awareness of adventurous activities and encourage skill development in a range of outdoor sports. This module allows the learner to explore a range of personal skills necessary for proficient practice within the outdoor industry and achievement of coaching qualifications.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS: To enhance understanding of the nature of adventurous activities, participation and the impact of National Governing Bodies on the activities. It also aims to explore equipment considerations associated with participation in adventurous activities and how meteorological aspects also impact this.

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**
1.Examine participation in selected adventurous activities	1,3,7
2.Demonstrate an understanding of National Governing Bodies associated with selected adventurous activities	1,3,7
3. Appraise the use of a variety of equipment in adventurous activities.	1,2,5,7
4.Explain the meteorological considerations associated with participation in adventurous activities	1,2,5,7

DATE OF APPROVAL: 16/01/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2020	**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: 19/20 **NATIONAL COST CENTRE: 108**
MODULE LEADER: Roger Hopper **OTHER MODULE STAFF:** None

Summary of Module Content

Water-based activities (e.g. canoeing, kayaking, sailing); land-based activities (e.g. climbing, mountaineering, orienteering); roles and responsibilities; session construction and components; planning; legislation and the health and safety aspects of equipment use; equipment types, personal development, reflection and review skills; coaching and teaching strategies; meteorological considerations relating to participation; dynamic risk management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	60	Block delivery in inter semester break
Field trips	60	2 hours per week for 30 weeks
Guided independent study	80	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Report (LO1, LO2) Investigation of activities; incorporating National Governing Bodies. (2000 words) (LO3, LO4) Equipment and meteorological considerations (2000 words) (4000 total)	100% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Written Report (LO1,2,3,& 4) (4000 words)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Roger Hopper Date: 29/05/2019	**Approved by**: Ben Roper Date: 29/05/2019

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1356		**MODULE TITLE:** Skill Acquisition	
CREDITS: 20	**FHEQ Level:** 4		**JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR:
This unit has been designed to develop learners' awareness of skill acquisition/ learning. This will enhance their knowledge and understanding for application within adventurous activities and the leadership of these.

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

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 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: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Explain the nature of skilled performance.
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.

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**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 *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lectures/Seminars/Tutorials	45	1.5 hours per week for 30 weeks
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C**1**	Essay Practical write up	50% 50% **Total = 100%**	2000 Words. LO1, LO2. A practical coaching session which you will write a rationale that justifies the session in the light of the theoretical concepts used. LO3, LO4.

Updated by:	**Date:**	**Approved by:**	**Date:**
Dave Gould	24/05/18	Ben Roper	05/05/18

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1485 **MODULE TITLE:** Physiology for the Extremes

CREDITS: 20 **FHEQ LEVEL:** 4 **JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will develop the basic concepts within anatomy and physiology and the factors that affect this to develop further knowledge and understanding. Once the anatomy and physiology has been established the module will focus on how the body is used in the outdoor environments and science involved within specific aspects of participation.

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 Adventure Sport

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module allows the learners to appreciate how the human body performs and it will provide them with an understanding of how the body is structured and functions. It will enable students to acquire appropriate knowledge and then apply to human performance in the outdoors in relation to physiological testing.

The aim of the module is to provide learners with foundational knowledge of the structure and function of exercise related anatomy and physiology. This will equip students with the pre-requisites so that they can analyse the actions of the human body to human performance in the outdoors

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. Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise. LO2. Discuss the key factors that challenge normal physiology and the impact of these on cardiovascular and respiratory systems. LO3. Evaluate methods of physiological testing within the outdoors. LO4. Analyse physiological performance within a specific outdoor and adventurous activity	1. Evidence knowledge and understanding of key themes in adventure leadership to appropriate degree level of study. 2. Apply and analyse theoretical concepts into practice and analyse their use within adventure leadership. 7. Appraise the use of theories and practices within adventure leadership to inform their own practice.

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

DATE OF APPROVAL: 02/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2018	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 1 & 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Jon Evans	**OTHER MODULE STAFF:**

Summary of Module Content

Identify, cardiovascular & respiratory systems and the effect that different external factors have on them. Analyse the energy systems, physiological testing and application to performance

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	45	Block delivery
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	Report - Underpinning Anatomical Structures and Function identifying both the cardiovascular and respiratory systems and outdoor factors that affect these (LO1 & LO2). Report - 2 Evaluate physiological testing. Analysis of aerobic and anaerobic systems (LO3 & LO4).	50% 50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report - Underpinning Anatomical Structures and Function identifying both the cardiovascular and respiratory systems and specific outdoor factors that affect these (LO1 & LO2). Evaluate of specific physiological testing. Analysis of aerobic and anaerobic systems (LO3 & LO4).	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jon Evans Date: 28/05/2019	**Approved by**: Ben Roper Date: 28/05/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1514	**MODULE TITLE: Environment, Impact and Sustainability**	
CREDITS: 20	**FHEQ LEVEL:** 4	**HECOS CODE: 100096 Sport development**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is designed to enhance understanding of the environment in which outdoor activities take place. It also aims to explore the environmental impact of outdoor activities and sustainable practice associated with participation.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
C1 (Coursework)	50%	**P1** (Practical**)**	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS: This module aims to develop the students understanding of the physical processes that have shape the environment that outdoor activities take place in. To be able to identify the different habitats within them and the interrelationship between the two. It is also important as part of their professional development that they understand the impact that these activities have and how to demonstrate best practice in terms of sustainable participation.

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**
1. Describe the geomorphological processes that have affected local water, moorland and coastal environments.	1,2,7
2. Outline the wildlife and habitats of a local moorland, woodland or coastal environment.	1,2,7
3. Evaluate the environmental impact of outdoor activities in a selected local moorland, woodland or coastal environment.	1,2,5,6,7
4. Reflect on the sustainability of a professional relationship within a selected environment.	1,2,4,5,7

DATE OF APPROVAL: 16/01/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2020	**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: 19/20 **NATIONAL COST CENTRE: 108**
MODULE LEADER: Ben Reynolds **OTHER MODULE STAFF:** Dr Roger Hopper

Summary of Module Content

- Landforms and the processes that shaped them e.g. weathering, erosion and deposition.
- Looking at landscapes to work out how the earth surface processes, such as air, water and ice, can mould the landscape.
- Habitats and ecosystems and the interrelationships in selected environments e.g. abiotic and biotic factors.
- The environmental impact associated with participation in outdoor activities e.g. physical and social, manufacturing, transport, invasive species.
- Sustainability and best practice associated with participation in outdoor activities e.g. classification orders, legislation, National Governing Body guidance/influence

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	45	3 hours per week for 15 weeks
Field trips	15	Trips to a variety of geographical areas and environments
Guided independent study	140	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Leaflet (LO1, LO2) (equivalent to 2000 words)	100%
Practical	Presentation (LO3, LO4) (equivalent to 2000 words)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Portfolio (LO3, LO4) (equivalent to 2000 words)	100%
Coursework	Written Report (LO1,2) (2000 words)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 27/02/19	**Approved by**: Ben Roper Date: 27/02/19

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD1515	**MODULE TITLE: Adventure Sports**	
CREDITS: 20	**FHEQ LEVEL:** 4	**HECOS CODE: 100095 Sport coaching**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module has been designed to develop students' awareness of adventurous activities and encourage skill development in a range of outdoor sports. This module allows the learner to explore a range of personal skills necessary for proficient practice within the outdoor industry and achievement of coaching qualifications.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS: To enhance understanding of the nature of adventurous activities, participation and the impact of National Governing Bodies on the activities. It also aims to explore equipment considerations associated with participation in adventurous activities and how meteorological aspects also impact this.

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**
1.Examine participation in selected adventurous activities	1,3,7
2.Demonstrate an understanding of National Governing Bodies associated with selected adventurous activities	1,3,7
3. Appraise the use of a variety of equipment in adventurous activities.	1,2,5,7
4.Explain the meteorological considerations associated with participation in adventurous activities	1,2,5,7

DATE OF APPROVAL: 16/01/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2020	**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: 19/20 **NATIONAL COST CENTRE: 108**
MODULE LEADER: Roger Hopper **OTHER MODULE STAFF:** None

Summary of Module Content

Water-based activities (e.g. canoeing, kayaking, sailing); land-based activities (e.g. climbing, mountaineering, orienteering); roles and responsibilities; session construction and components; planning; legislation and the health and safety aspects of equipment use; equipment types, personal development, reflection and review skills; coaching and teaching strategies; meteorological considerations relating to participation; dynamic risk management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	60	2 hours per week for 15 weeks
Field trips	60	2 hours per week for 30 weeks
Guided independent study	80	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Poster (LO1, LO2) Investigation of activities; incorporating National Governing Bodies. (2000 words) Report (LO3, LO4) Environmental and meteorological considerations (2000 words)	50% 50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Written Report (LO1,2,3,& 4) (4000 words)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 27/02/2019	**Approved by**: Ben Roper Date: 27/02/2019

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2302	**MODULE TITLE:**	Research and Statistics

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** C600

PRE-REQUISITES: None	**CO-REQUISITES:** None	**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 *Use HESA KIS definitions]*

COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

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: (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 using a principal methods of quantitative or qualitative analysis
4. Present findings in a concise and lucid manner

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:**

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 *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Activities	Hours	Comments/Additional Information
Scheduled Lectures/Seminars	35	1.5 hours per week for 30 weeks
Project support/Tutorial	10	Project supervision and Stats support
Guided Independent Study	145	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C**1**	Project Proposal	30%	LO1: 1500 word proposal of research
		Research Project	70%	LO1, O3 & LO4: 2500 word Research Project
			Total = 100%	

Updated by:	**Date:**	**Approved by:**	**Date:**
Mike George	24/05/19	Ben Roper	24/05/19

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2303	**MODULE TITLE:**	Expedition Leadership
CREDITS: 20		**FHEQ Level:** 5	**JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR:
This Module will enable students to develop their knowledge and understanding of the participation in and leadership of different types of expeditions. Students will develop their knowledge of the topic, blending technical, environmental with intra and inter personal skills required in this field conceptualising and analysing their personal competencies.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1 (Coursework)	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To develop understanding of different types of expeditions available, the benefits of and the leadership skills involved. This module also will allow students to plan, undertake and evaluate an expedition of their choice from a leadership perspective.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Analyse an awareness of the needs of leadership in relation to different types of expeditions.
2. Evaluate the benefits of different types of expeditions.
3. Plan and undertake a multiday expedition.
4. Evaluate the multiday expedition from the perspective of leadership.

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	Semester 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/2020	**NATIONAL COST CENTRE:** 108

MODULE LEADER: Ben Reynolds	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

Types of expeditions - UK based, Overseas, different environments and transportation.
Benefits of expeditions – purpose, aims, objectives, philosophy and achievements.
Planning of an expedition, participation and evaluation of processes involved.
Leadership and team management – appropriate styles and methods, composition, components and skills.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lectures/Seminars/Tutorials	30	2 hour lecture x 15 weeks
Expedition	80	1 allocated week overnights
Guided Independent Study	90	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C**1**	Assignment 1 Assignment 2	50% 50% **Total = 100%**	LO1 – LO2 – 2000 word assignment to investigate the fundamental purpose of expeditioning. LO3 – LO4 – reflective account of expedition

Updated by:	**Date:**	**Approved by:**	**Date:**
Ben Reynolds	03/05/19	Ben Roper	03/05/19

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2307	**MODULE TITLE:**	Applied Adventure Sports
CREDITS: 20		**FHEQ Level:** 5	**JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR:
Students will be able to plan, organise and deliver a wide range of water and land based activities for different client groups. This module will build on the knowledge and skills gained through the Adventure Sports module. The module will enable students to gain valuable leadership experience and work towards National Governing Body awards.

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To develop students ability to plan, facilitate and evaluate a range of water and land based activities to a range of client groups. To support personal development of skills and experience in water and land based activities. To support leadership, instruction and coaching development in a range outdoor activities.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Plan, facilitate & evaluate land or water based sessions encompassing a variety of leadership skills.
2. Utilise appropriate methods of evaluation to ensure development of clients.
3. Monitor, use, and maintain highest standards of safety.
4. Review and reflect on personal leadership performance in relation to client group.

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**NATIONAL COST CENTRE:** 108

MODULE LEADER: Andy Bennett	**OTHER MODULE STAFF:** Ben Roper

SUMMARY of MODULE CONTENT
Plan a session: objectives, group objectives, equipment/environment needs, emergency procedures etc
Leadership: Styles, theories, legal requirements, roles & responsibilities
Evaluation review: ongoing safety reviews, risk assessments, health and safety
Client feedback: verbal, written, non-verbal, constructive, and appropriate to clients needs
Progression: tutor reports/statements, witness testimonies from individual coaches, logbooks

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lectures/Seminars/Tutorials	20	Throughout year
Scheduled Practical	150	1 day per week
Guided Independent Study	30	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C**1**	Assignment	10% 90% **Total = 100%**	LO1 – Session plans and risk assessments LO3 - LO2 - LO4 – (instructing including a review and/or evaluation)

Updated by:	**Date:**	**Approved by:**	**Date:**
Andy Bennett	28/05/19	Ben Roper	28/05/19

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2305		**MODULE TITLE:** Coaching	
CREDITS: 20	**FHEQ Level:** 5		**JACS CODE:** C600

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module 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 profile.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To develop knowledge required for effective coaching in a variety of activities. Enabling students 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 ethical and social issues that need to be considered when coaching in the outdoors.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

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

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**NATIONAL COST CENTRE:** 108

MODULE LEADER: Ben Roper	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

- Ethical and Social issues associated with coaching the adventure sports environment.
- Key legislation that affects coaches in adventure sports.
- Introduction and application of coaching techniques – evaluative aspects.
- Coaching philosophies and developments.
- Planning, delivering and evaluating a range of coaching sessions.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lectures/Seminars	30	2hrs a week for 15 weeks
Practicals	15	1 hr a week for 15 weeks
Guided Independent Study	155	Directed reading, moodle based tasks, and assessment development/revision
Total	200	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Assignment 1	50%	L.O1 – L.O2 – The background of coaching essay
		Assignment 2	50% Total = 100%	L.O3 – L.O4 - Coaching techniques, practice and development.

Updated by:	**Date:**	**Approved by:**	**Date:**
Ben Roper	28/05/19	Lynn Squire	28/05/19

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2306	**MODULE TITLE:**	Psychology for the Outdoors
CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** C600	

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

SHORT MODULE DESCRIPTOR:
This module is involved in examining human behaviour in an adventure context. Mental preparation for adventurous activities is an essential feature for improving performance. A combination of social psychology and cognitive training will be the core features of this module.

ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1 (Coursework)	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Adventure Leadership

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To establish and develop an interest in the psychological aspects of sports participation and performance.
- To develop the students understanding of the links between mental processes and sports performance.
- To introduce students to a range of factors that influence sport participation, group dynamics, leadership and performance from a psychological perspective.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Evaluate, reflect and critically analyse a range of psychological theories underpinning performance.
2. Explore and examine ways of optimising performance by using various psychological techniques.
3. Review the effect of various intervening psychological variables on performance.
4. Examine and analyse the process leading to the effective functioning of groups.

DATE OF APPROVAL:	26.03.15	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	11/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM/SEMESTER:**	Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/2019	**NATIONAL COST CENTRE:** 104
MODULE LEADER: David Gould	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

Psychological theories and concepts and application to sport; Personality, self-efficacy, self-esteem, confidence, attitude and motivation; stress, anxiety, fear and arousal; group dynamics, group processes, cohesion and leadership; intervention, techniques and strategies to enhance performance; Ethics, confidentiality, limitations and application of applied psychological skills.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lectures/Seminars/Tutorial	45	1.5 hours per week for 30 weeks
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C**1**	Essay Case Study	50% **50%** **Total = 100%**	LO 1&4 - Theories of psychology (2000 words) LO 2&3 - Applying theories to practice in Outdoor environments (2000 words).

Updated by:	**Date:**	**Approved by:**	**Date:**
Sue Rodway-Dyer	07/06/18	Ben Roper	07/06/18

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD2429 **MODULE TITLE:** Work Based Learning in the Outdoors
CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:** C690
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module has been designed to support the effective learning and development and the application of knowledge and skills within an outdoor setting. This module allows the learner to develop a range of practical and professional skills relevant to the outdoor industry focusing on the direct application of learning to real work issues and problems.

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 Adventure Leadership

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 have the opportunity to understand more clearly how a section of the adventure industry functions on a day to day basis and the opportunity to reflect on your 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: Describe 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	2. Apply and analyse theoretical concepts into practice and analyse their use within adventure leadership. 3. Demonstrate a range of interpersonal skills associated with adventure leadership 4. Reflect and evaluate own performance to identify areas of success and weakness to action for employment in adventure industry. 5. Apply safe, appropriate and specific practical skills to a range of individual, team and leadership based contexts in adventure.

	6. Demonstrate effective planning skills through a range of contexts including individual sessions and expeditions.

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

DATE OF APPROVAL: 02/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2019	**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: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Ben Reynolds	**OTHER MODULE STAFF:**

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. 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 outdoor adventure/ outdoor education/ adventure leadership industries.

You will also have the opportunity to put forward your evaluation of your development against professional standards towards the Registered Practitioner in the Institute for Outdoor Learning (RPIOL) which you will be supported with by your module leader, course tutor and course leader. This will involve engaging with a small amount of additional discussion with a RPIOL mentor as part of the assessment.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	15	Lectures and tutorials
Independent	85	Independent guided learning, securing work placement, directed weekly reading, moodle based activities.
Placement	100	Placement study
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 reflective diary of your time on work experience (1500), an evaluation against standards RPIOL industry standards (1000) and an action plan for areas for improvement from these (500) LO3 & LO4	100%
Practical	Assignment 1 - Presentation (pro rata 1000) that describes the organisation that you undertook your work placement with LO1 & LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio that includes a reflective diary of your time on work experience (1500), an evaluation against standards RPIOL industry standards (1000) and an action plan for areas for improvement from these (500) LO3 & LO4	100%
Practical	Presentation (pro rata 1000) that describes the organisation that you undertook your work placement with LO1 & LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Reynolds Date: 03/06/19	**Approved by**: Ben Roper Date: 03/06/19

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2470	**MODULE TITLE: Business Start-Up**	
CREDITS: 20	**FHEQ LEVEL: 5**	**HECOS CODE: 101221 Business studies**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module is designed to equip students with the skills required to start and run a new business successfully. Emphasis will be placed on the essential marketing, accounting implications as well as a broader understanding of the economy and how businesses operate.

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 Adventure Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To recognise the importance of preparing a valid business plan.
- To present an effective business plan.
- To undertake effective market research
- To identify the legal requirements relevant to starting a new business.
- To understand potential sources of finance and the operation of a system of financial and budgetary control.

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**
1. Identify and evaluate critical success factors of businesses in the adventure sports sector	1, 2, 7
2. Undertake and present market research on a new business idea	1, 4, 5, 2
3. Prepare and present a business plan for an appropriate new business idea	1, 2, 3, 5, 7

DATE OF APPROVAL: 16/01/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: 14/03/2019	**SEMESTER: Semester 1**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE: 108**
MODULE LEADER: Dr Roger Hopper	**OTHER MODULE STAFF:**

Summary of Module Content

- Identify the distinguishing characteristics of a sole trade, partnership, company, voluntary non-profit enterprise, and government and quasi-government department
- Explain how these characteristics affect the financial reporting, planning and control requirements of type of organisation.
- Explain the marketing planning process
- Produce accounting ratios from figures contained in financial accounts

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled lectures and seminars	45	3 hours per week for 15 weeks
Independent guided study	155	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1) Business Plan (LO2&3)	40% 60% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report & Business Plan (LO1,LO2&3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Roger Hopper Date: 14/03/19	**Approved by**: Ben Roper Date: 14/03/19

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2471	**MODULE TITLE: Applied Adventure Coaching**	
CREDITS: 20	**FHEQ LEVEL: 5**	**HECOS CODE: 100095 Sports Coaching**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will provide students with a greater understanding of coaching skills and techniques that are needed in a variety of contexts. Students will be able to plan, organise and deliver a wide range of water and land based activities for different groups. The module will enable students to gain valuable leadership experience and work towards National Governing Body awards 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 Adventure Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To develop students ability to plan, facilitate and evaluate a range of water and land based activities to a range of client groups. To support personal development of skills and experience in water and land based activities. To support leadership, instruction and coaching development in a range outdoor activities. To develop knowledge required for effective coaching in a variety of activities. Enabling students to implement key concepts into their personal coaching as well as develop coaching philosophies. This module also aims to develop a sound understanding ethical 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:

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Analyse the current ethical and social issues relative to adventure sports coaching and evaluate your delivery of this information	1, 3, 4, 7
2. Plan & facilitate land or water based sessions encompassing a variety of coaching techniques in practice.	1, 2, 3, 5, 6, 7
3. Utilise appropriate methods of evaluation to ensure development of clients in a series of coaching sessions	1, 2, 3, 4, 6, 7

4. Critically evaluate and reflect on the development of personal leadership and coaching philosophies	1, 2, 3, 4, 7

DATE OF APPROVAL: 16/01/2019	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: 14/03/2019	**SEMESTER: All**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020/21	**NATIONAL COST CENTRE: 108**
MODULE LEADER: Ben Roper	**OTHER MODULE STAFF: Andy Bennett**

Summary of Module Content

Plan a session: objectives, group objectives, equipment/environment needs, emergency procedures etc
Ethical and Social issues associated with coaching the adventure sports environment.
Key legislation that affects coaches in adventure sports.
Introduction and application of coaching techniques – evaluative aspects.
Leadership: Styles, theories, legal requirements, roles & responsibilities
Evaluation review: ongoing safety reviews, risk assessments, health and safety
Client feedback: verbal, written, non-verbal, constructive, and appropriate to client needs
Progression: tutor reports/statements, witness testimonies from individual coaches, logbooks
Coaching philosophies and developments.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	45	Lectures/ seminars 3hrs week for 15 weeks
Scheduled Practical	30	1 hour per week
Independent	125	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	Analyse current moral and social issue and evaluate your delivery of this information – LO1 Portfolio (session plans, client development evaluation, video of sessions, evaluating on delivery) – LO3&4	30% 70% 100%
Practical	Plan and deliver 3 coaching sessions - LO2	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Analyse current moral and social issue and evaluate your delivery of this information – LO1 Portfolio (session plans, client development evaluation, video of sessions, evaluating on delivery) – LO3&4	30% 70% 100%
Practical	Plan and deliver 3 coach sessions - LO2	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 12/03/19	**Approved by**: Lynn Squire Date: 12/03/19