PROGRAMME QUALITY HANDBOOK 2019-2020

FdSc Sports Coaching & Fitness

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University of Plymouth Academic Partnerships Programme Quality Handbook UK

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1. Welcome and Introduction to FdSc Sports Coaching & Fitness

Welcome to FdSc Sports Coaching & Fitness delivered at University Centre South Devon.

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

Programme Management

The FdSc Sport Coaching and Fitness 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.

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 Roper. Ben is a sports coach by background and has been working in education, both Further and Higher, for ten years. He is currently undertaking his Masters in Coaching Science and has a post graduate qualification in teaching.

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

Module Leaders

SOUD1488	Academic Skills and Practice – Lauren Hardman
SOUD1489	Human Anatomy & Physiology – Simon Holden
SOUD1490	Fundamentals of Training & Fitness – Daniel Gaze
SOUD1491	Nutrition for Sports Performance – Paul Matthews
SOUD1492	Current Issues in Coaching, Health & Fitness – Paul Hooper
SOUD1493	Principles of Coaching & Skill Development – David Gould

Course Contact List

If you have questions about a module, please contact the appropriate module leader. Their contact details can be found in module guides which are available on moodle.

If you have any questions about the programme or your pastoral needs please contact your personal tutor, Ben Roper on benroper@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

1. FdSc Sports Coaching and Fitness

UCAS code SPOC

JACS code C610

2. Awarding Institution: University of Plymouth

Teaching institution(s): South Devon College

3. Accrediting body(ies)

Summary of specific conditions/regulations: N/A

Date of re-accreditation: N/A

4. Distinctive Features of the Programme and the Student Experience

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

The success and well-being of every student is important to us. When they study with South Devon College, they'll be part of our community which is built upon a supportive culture of excellence. Because our programmes are delivered in partnership with University of Plymouth, they'll also be a member of their student body.

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

While studying for a FdSc Sports Coaching and Fitness award, students will come to appreciate that coaching and fitness is best understood by adopting an integrated, multi-disciplinary approach. The programme is dynamic, examining a range of contemporary issues and subjects relating to the practice within the sports coaching and fitness industries.

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

The programme incorporates current understanding about the demands on students, who may be managing multiple roles and may have arrived at their level study through many different routes of education and life experience. The course also takes a proactive approach to partnership working between tutors, students and employers.

The programme aims to enable an effective, efficient and enjoyable learning experience which is also a sound preparation for the workplace and for continuing individual and career development. Several modules are devoted to Personal and Professional Development, illustrating the importance of this type of development as part of the overall learning.

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

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

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

5. Relevant QAA Subject Benchmark Group(s)

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

Foundation Degree Characteristic Statement (FDCS) (2015)

6. Programme Structure

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

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

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

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

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

Level 4 = 60 L4 credits in year one and 60 L4 credits in year 2					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1488	Academic Skills & Practice	20	1	1	Core
SOUD1489	Human Anatomy & Physiology	20	1	1	Core
SOUD1492	Current Issues in Coaching, Health & Fitness	20	1	2	Core
SOUD1490	Fundamentals of Training and Fitness	20	2	1	Core
SOUD1491	Nutrition for Sports Performance	20	2	2	Core
SOUD1493	Principles of Coaching & Skill Development	20	2	2	Core

FHEQ level: Level 5 For:

Part Time (September Start)

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

7. Programme Aims

1) Demonstrate a critical knowledge and understanding of the complexity of Human Performance, the body's adaptations and response to exercise, and how these can be promoted, encouraged and enhanced through appropriate intervention and guidance
2) To be able to critically evaluate the related research and current and emerging theories related to the sport, coaching and fitness sectors
3) Communicate and present ideas and information clearly using terminology specific to the sport, coaching and fitness industry in a style and format appropriate to the discipline, and the audience
4) Demonstrate the ability to apply in the programme, and the workplace, practical, communication, team work and problem-solving skills in both known and novel situations reflecting on standards and practice within the sector.
5) Integrate concepts, skills and understanding of a range of inter-related factors to enhance understanding and solve problems within the sport, coaching and fitness sectors
6) Apply the key principles of sports coaching, the coaching process and coaching practice, through observational, practical and evaluative learning

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion of the programme graduates should have developed:

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

8) Transferable knowledge and skills which reflect academic developments in the fundamental principles of physiology of exercise, sport psychology, sports nutrition and analysis in relation to coaching, exercise and fitness

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

8.2. Cognitive and intellectual skills

On successful completion of the programme graduates should have developed:

1) The ability to research and assess subject specific facts, theories, paradigms, principles and concepts.

2) The ability to critically assess and evaluate evidence including interpreting data and text

3) The ability to describe and analyse information developing a reasoned argument and challenging assumptions

4) The ability to apply knowledge to the solution of familiar and unfamiliar problems.

8.3. Key and transferable skills

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

1) Present a range of information using communication, presentation, numeracy and ICT skills

2) Plan and manage learning; self-appraising and reflecting on practice where appropriate

3) Work effectively and support others as part of a team

4) Use problem solving skills where appropriate

8.4. Employment related skills

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

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

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

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

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

8.5. Practical skills

On successful completion of the programme graduates should have developed:

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

2) The ability to apply theoretical concepts gained from the underpinning study of normal theories and perspectives when leading a coherent and interdisciplinary approach to the coaching process

3) Evaluative judgement from experiential knowledge when planning, designing and executing appropriate sport coaching and fitness practical activities using suitable techniques and procedures

9. Admissions Criteria, including APCL, APEL and Disability Services arrangements

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

Entry Requirements for FdSc Sports Coaching & Fitness	
A-level/AS-level	Minimum entry requirements 48-60 UCAS points to include science subject
BTEC National Diploma/QCF Extended Diploma	Edexcel BTEC National Certificate/Diploma or Higher Diploma (preferably related to Health or Social Science)
Access to Higher	Full award of Access to HE (60 credits) of which a minimum of 45 credits must be at Level 3 including 24 at Merit or Distinction

Education at level 3	with a minimum of 18 from Science or Health related subjects and 15 at Level 2, must include English Language and Mathematics GCSE equivalent if not already achieved
Other Qualifications	Other qualifications which are considered acceptable by the University.
Additional Selection Criteria	Meeting the minimum entry requirement for a course does not necessarily guarantee a place. When assessing an application, we take into account your grades, predicted grades, reference and personal statement. From your personal statement, we consider your motivation and commitment to success, and any relevant experience you may have. Students may have to gain a work based agreement and a clear DBS before commencing any work based learning associated with this programme.
Non-Traditional applicants	We recognise that some non-traditional applicants may not meet the standard entry requirements but may have gained knowledge and skills from relevant work or life experience and, therefore, we would consider your application on an individual basis. We would take into account your work and life experience and may ask you to discuss this in more detail.
APL	Recognition of prior learning can be considered where for knowledge and skills that have been gained from experience – rather than from a certificated programme of study or training. Such learning may have been gained in a number of different ways: • experiential learning acquired in paid work • experiential learning acquired in unpaid or voluntary work • experiential learning acquired from leisure activities • un-certificated learning from self-directed study We will ask you to submit an APL (Accreditation of Prior Learning) form enclosing your original documents which shows how you have applied and updated your professional learning, relevant to the course. UoP Academic Regulations will apply (home.plymouth.ac.uk/regulations)

10. Progression criteria for Final and Intermediate Awards

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

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

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

BSc (Hons) Health & Fitness (University of Plymouth)

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

11. Non Standard Regulations

Not applicable

12. Transitional Arrangements

It is the Colleges intention that Year 1 (Level 4) students currently undertaking the FdSc Sport & Exercise Science award will continue of this programme until the completion of Year 2 (Level 5).). This decision was made in consultation with the current cohort therefore, there are no plans to move the existing students to the new awards.

13. Appendices

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

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Programme Learning Outcomes

CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
Level 4	**SOUD1488**																					Y	C1 (100%)
	SOUD1489																					Y	C1 (60%) T1 (40%)
	SOUD1490																					Y	C1 (100%) P1 (P/F)
	SOUD1491																					Y	C1 (100%)
	SOUD1492																					Y	C1 (100%)
	SOUD1493																					Y	C1 (100%) P1 (P/F)
Level 4 LOs																							
Level 5	**SOUD2444**																					Y	C1 (100%)
	SOUD2445																					Y	C1 (50%) P1 (50%)
	SOUD2446																					Y	C1 (100%)
	SOUD2447																					Y	C1 (50%) P1 (50%)
	SOUD2448																					Y	C1 (100%)
	SOUD2449																					Y	C1 (100%) P1 (P/F)
Level 5 LOs																							
Confirmed PLOs																							

Reading Lists

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

Year 1	SOUD1488	SOUD1489	SOUD1490	SOUD1491	SOUD1492	SOUD1493
Core **(2 resources)**	Pears R & Shields G (2013), Cite Them Right: The Essential Referencing Guide (9th Edition), Palgrave MacMillan	Tortora GJ, Derrickson BH (2011), *Principles of Anatomy and Physiology*, 13th Edition, New York: US, Wiley.	American College of Sports Medicine (2016), *ACSM'S Guidelines for Exercise Testing and Prescription*, 10th Edition, Baltimore, Maryland, US, Lippincott Williams & Wilkins.	McArdle, W.D Katch, F.I. and Katch, V.L. (2014) Exercise Physiology: Nutrition, Energy & Physiology (International Addition) Lippincott Williams and Wilkins ISBN 9780781770378	Anspaugh D.J, Hamrick M, Rosato F (2011), *Wellness: Concepts and Applications*, 8th Edition, UK: McGraw-Hill	McMorris, T. (2014). Acquisition and Performance of Sports Skills, 2nd Edition, Chichester, Wiley-Blackwell
	Bedford, D., and Wilson, E. (2013). *Study Skills for Foundation Degrees* (2nd ed.). Abingdon: Routledge	Wilmore JH, Costill DL (2015), *Physiology of Sport and Exercise*, 6th Edition, Champaign, IL, US, Human Kinetics.	Heyward VH (2014), *Advanced Fitness Assessment and Exercise Prescription*, 7th Edition, Champaign, IL, US, Human Kinetics.	Clarks,N (2014) Sports Nutrition Guidebook (5th Edition) Human Kinetics ISBN 9780736074155	Edelman C.L. and Mandle C.L. (2010) *Health Promotion: Throughout the Lifespan*, 8th Edition, St. Louis, USA: Mosby.	Cross, N. and *Lyle*, J. (eds) The *Coaching Process*: principles and practice in sport. Oxford: Butterworth-. Heinemann. ISBN: 978-0-750641-31-9.
Further	Burns, T., and Sinfield, S. (2012). *Essential Study*	Abernethy B, Hanraham SJ, Kippers V, Mackinnon LT,	Bean A (2015), *The complete Guide to Strength Training*, 5th	Bean A (2017) The Complete Guide to Sports Nutrition A & C Black ISBN: 9781408105382	Crossley J (2013), *Personal Training: Theory and Practice*,	Davids, A *et al* : (Nov 2008) Dynamics of Skill Acquisition: A Constraints-led

	Skills: The Complete Guide to Success at University. (3rd ed.). Sage	Pandy MG, McManus A (2013), *The Biophysical Foundations of Human Movement*, 3rd Edition, Champaign IL, US, Human Kinetics.	Edition, London, UK, A & C Black.		2nd Edition, London, UK: Taylor & Francis	Approach 1st ed. Human Kinetics Europe Lt
	Cottrell, S. (2010). Skills for Success: the Personal Development Planning Handbook (2nd ed.). Palgrave Macmillan.	American College of Sports Medicine (2013), *ACSM'S Guidelines for Exercise Testing and Prescription*, 9th Edition, Baltimore, Maryland, US, Lippincott Williams & Wilkins.	Crossley J (2013), *Personal Training – Theory and Practice*, 2nd Edition London, UK, Hodder Arnold.	Lanham-New, S, Stear S.J, Shirreffs S.M and Collins A.L (2011) Sport and Exercise Nutrition Wiley-Blackwell ISBN 9781444334685	Lyle, J. (2002). *Sports Coaching concepts: A framework for coaches' behaviour*. Psychology press. London: Routledge.	Hodges, N. J. and William, A. M. (Eds). (2012) Skill Acquisition in Sport: Research, Theory and Practice 2nd ed. London: Routledge.
	Drew, S. & Bingham, R. (2010) *The Guide to Learning and Study Skills*. Gower	McArdle, W.D Katch, F.I. and Katch, V.L. (2014) Exercise Physiology: Nutrition, Energy & Physiology (International Addition) Lippincott	Rollnick S, Mason P, Butler C (2010), 2nd edition. Health Behaviour Change: A Guide for Practitioners, Philadelphia: USA, Churchill Livingstone.	McArdle, W.D Katch, F.I. and Katch, V.L. (2015) Exercise Physiology **:** Nutrition, Energy, and Human Performance (8th Edition) Lippincott	Mason P, Butler C (2010), *Health Behaviour Change: A Guide for Practitioners*, 2nd Edition, London, UK: Churchill Livingstone.	Lee, T. D. (2011) Motor Control in Everyday Actions. Leeds: Human Kinetics.

	Publishing Limited, Hampshire	Williams and Wilkins ISBN 9780781770378		Williams and Wilkins ISBN 9781451193831		
	Greetham, B. (2013). *How to Write Better Essays* (3rd ed.). Palgrave Macmillan.	Pears R & Shields G (2013), *Cite Them Right: The Essential Referencing Guide*, 9th Edition, Palgrave MacMillan	Shepherd J (2013), *The Complete Guide to Sports Training*, London, UK, A & C Black	Manmore, M, Thompson J (2009) Sport Nutrition for Health and Performance 2nd edition. Human Kinetics ISBN 9780873229395	Otto M.W, Smith J.A.J (2011) *Exercise for Mood and Anxiety: Proven Strategies for Overcoming Depression and Enhancing Well-Being*, UK: Oxford University Press	Magill, R. A. (2010) Motor Learning and Control: Concepts and Applications. 9th ed. London: McGraw-Hill Publications.
	Long, J. (2007). *Researching, Leisure, Sport and Tourism: The Essential Guide.* Sage, London	Sewell D, Watkins P, Griffin M, Roberts K (2012), *Sport and Exercise Science: An Introduction*, 2nd Edition, New York: US, Routledge	Wilmore JH, Costill DL (2015), *Physiology of Sport and Exercise*, 6th Edition, Champaign, IL, US, Human Kinetics.		Potrac, P., Jones, R., Cassidy, T. G. (2009). *Understanding Sports Coaching.* London: Routledge.	Martens, R. (2012). *Successful coaching*. 1st ed. Human Kinetics. (Leeds)
	Parson, V. (2012). *Study and Communication Skills in Psychology.* Oxford University Press.		Department of Heath (2010), *Health Profile of England 2009, Crown pp55-92*		Spotswood, F. (2016), *Beyond Behaviour Change: Key Issues, Interdisciplinary Approaches and Future Directions*, Bristol, UK: Policy Press.	Schmidt, RA. and Lee, T.D. (2011): Motor Control And Learning: A Behavioural Emphasis. Rev. 5th ed. Leeds: Human Kinetics

					Department of Health (Publications) - https://www.gov.uk/government/organisations/department-of-health	
Journals	Educational Action Research	British Journal of Sports Medicine.	Journal of Science and Medicine in Sport. vol 12 Taylor K L, et al (2009), pp 657 -661	International Journal of Sports Nutrition & Exercise Metabolism (IJSNEM) http://hk.humankinetics.com/IJSNEM/search.cfm	British Journal of Sports Medicine	International Journal of Sports Coaching
	Patient Education and Counselling	British Medical Journal.	Nutrition, Metabolism and Cardiovascular Diseases. Vol 23, De Feo, P. (2013) pp 1037 -1042	Functional Sports Nutrition http://www.fsnjournal.com/	British Medical Journal	Cushion, C. (2007) 'Modelling the complexities of the coaching process', International Journal of Sports Science and Coaching , 2 (4): 395–401
	Reflective Practice	Journal of Sports Sciences.	British Journal of Sports Medicine	Journal of the International Society of Sports Nutrition (JISSN) http://www.jissn.com/	Journal of Sports Sciences	Cushion, C.J., Armour, K.M. and Jones, R.L. (2006) 'Locating the coaching process in practice: models "for" and "of" coaching', Physical Education and Sport

						Pedagogy , 11 (1): 83–99.
	Teaching and Teacher Education		British Medical Journal	Exercise and Sports Sciences Reviews (LRC)	International Journal of Sports Coaching	Lyle, J. (2007) 'Modelling the complexity of the coaching process: a commentary', International Journal of Sports Science and Coaching , 2 (4): 407–409.
			Journal of Sports Sciences.			Mallett, C. (2007) 'Modelling the complexity of the coaching process: a commentary', International Journal of Sports Science and Coaching , 2 (4): 419–421.
Other resources	www.prospects.ac.uk	http://www.instantanatomy.net/		British Association of Sport and Exercise Sciences http://www.bases.org.uk/corecode/search/search.aspx?term=nutrition	www.ukcoaching.org	www.ukcoaching.org
	http://www.bized.ac.uk	http://www.getbodysmart.com/		Australian Institute of sport (Nutrition) www.ausport.gov.au/ais/nutrition		UK Coaching Framework https://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf

	http://www.statistics.gov.uk	https://www.biodigital.com/default.html		American Dietetic Association http://www.eatright.org/HealthProfessionals/content.aspx?id=7245		
	http://www.dti.gov.uk			British Nutrition Foundation http://www.nutrition.org.uk/		
				English Institute of Sport http://www.eis2win.co.uk/Pages/Performance_Nutrition.aspx		
				Food Standards Agency HYPERLINK "http://www.foodstandards.gov.uk" http://www.food.gov.uk/healthiereating/ HYPERLINK "http://www.foodstandards.gov.uk"		
				Peak Performance http://www.pponline.co.uk/encyc/nutrition.htm		

				PINES professional association for dieticians and nutritionists http://www.sportsoracle.com/home		

Year 2	SOUD2444	SOUD2445	SOUD2446	SOUD2447	SOUD2448	SOUD2449
Core **(2 resources)**	Gratton, C. & Jones, I. (2007) Research Methods for Sports Studies. Oxon, Routledge	McArdle, Katch & Katch (2012). *Exercise Physiology: Energy, Nutrition and Human Performance*, 7th Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	Hughes, M. and Franks, I.M., (2015). The essentials of performance analysis: an introduction 2nd edition .London: Routledge.	Burnett, G. (2002) Learning to learn: making learning work for all students Carmarthen, Wales.	Cox, R (2011) Sport Psychology: Concepts and Applications, 7th Edition. New York: McGraw Hill.	Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice, 2nd Edition, Tania G. Cassidy, Robyn L. Jones, Paul Potrac; Published 2008 by Routledge
	North, J. (2017) Research and Practice for Sport Coaching. Oxon, Routledge	Wilmore & Costill (2015). *Physiology of Sport and Exercise*, 6th Edition. Champaign, IL, US, Human Kinetics.	Morrow, J. (2016) *Measurement and Evaluation in Human Performance*. 5th ed. Champaign, USA: Human Kinetics	Garnett, J., Costley, C. & Workman, B. (2009) Work Based Learning: Journeys to the Core of Higher Education. Libri Publishing. London	Weinberg, RS and Gould, D (2011) Foundations of Sport Psychology, 5th Edition. Champaign, US: Human Kinetics.	Cross, N. and Lyle, J. (1999). The Coaching Process; Principles and Practice for Sport. Edinburgh: Butterworth-Heinemann.
Further		American College of Sports Medicine	*Carling*, *C.*, *Reilly*, *T.*, & *Williams*, A. M.	American College of Sports Medicine	Atkinson, M: *Researching Sport,*	An Introduction to Sports Coaching

		(2013). *ACSM'S Guidelines for Exercise Testing and Prescription*, 9th Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	(2008). *Performance assessment for field sports*. *London*: *Routledge*.	(2013), *ACSM'S Guidelines for Exercise Testing and Prescription*, 9th Edition, Baltimore, Maryland, US, Lippincott Williams & Wilkins	*Exercise and Health*; University of Toronto, Sage, 2011.	Connecting Theory to Practice, Edited by Robyn L. Jones, Kieran Kingston; Published 2013 by Routledge
		Heyward (2014). *Advanced Fitness Assessment and Exercise Prescription*, 7th Edition. Champaign, IL, US, Human Kinetics.	Hughes, M. and Franks, I.M. (2004). Notational analysis of sport: systems for better coaching and performance in sport. 2nd ed. London: Routledge	Cassidy, T., Jones, R., and Potrac, P., (2009), Understanding Sports Coaching, 2nd Ed., London: Routledge	Evans, Annabel & Rooney B: (2013) *Methods in Psychological Research*; London, Sage,.	Lyle, J. (2002). *Sports Coaching concepts: A framework for coaches' behaviour*. Psychology press. London: Routledge.
		Kamen, G. (2001). *Foundations of Exercise Science*, 1st Edition. Baltimore, Maryland, US, Lippincott Williams & Wilkins.	Bartlett, R. (2006) *Introduction to Sports Biomechanics: Analysing Human Movement Patterns.* 2nd ed. London: Routledge	Haskell, R.E. (2001) Transfer of learning: cognition, instruction, and reasoning London : Academic Press.	Hanton, S and Mellalieu*, SD (2012) Professional Practice in Sports Psychology: A Review. UK: Routledge.*	Martens, R. (2012). *Successful coaching*. 1st ed. Human Kinetics. (Leeds)
		Maud & Foster (2006). *Physiological Assessment of Human Performance*, 2nd Edition. Champion, IL, US, Human Kinetics.		Kumar, A., (2007), Personal, Academic and Career Development in Higher Education: SOARing to Success, Routledge, London	Seraganian, P (1993) (ed): *Exercise Psychology: the influence of physical exercise on psychological processes;* Chichester, Wiley	Potrac, P., Jones, R., Cassidy, T. G. (2009). *Understanding Sports Coaching.* London: Routledge.

		Sewell D, Watkins P, Murray G (2012), *Sport and Exercise Science: An introduction*, 2nd Edition, London, UK, Hodder Arnold			Smith, D and Bar-Eli, M (2007) Essential Readings in Sport and Exercise Psychology. Leeds: Human Kinetics.	Pyke, F. (2013). *Coaching excellence*. 1st ed. Human Kinetics. (Champaign, IL)
		Thomas, Nelson & Silverman (2015). *Research Methods in Physical Activity*,7th Edition. Champaign, IL, US, Human Kinetics.				Sport Pedagogy: An Introduction for Teaching and Coaching, Kathleen Armour; Published 2011 by Routledge.
Journals	British Journal of Sports Medicine	British Journal of Sports Medicine.			Psychology of Sports and Exercise	International Journal of Sports Coaching
	British Medical Journal Journal of Sports Sciences.	British Medical Journal.			Journal of Health Psychology	Journal of Physical Education and Sport Pedagogy
	International Journal of Sports Coaching	Journal of Sports Sciences.			Journal of Sports Sciences	
	Journal of the International Society of Sports Nutrition (JISSN) http://www.jissn.com/				International Journal of Sport and Exercise Psychology	

	International Journal of Sport and Exercise Psychology				Journal of Applied Psychology	
Other resources				British Association of Sport and Exercise Sciences http://www.bases.org.uk/corecode/search/search.aspx?term=nutrition	British Psychological Society (BPS): http://www.bps.org.uk/	www.ukcoaching.org
				CIMPSA professional standards https://www.cimspa.co.uk/matrix-detail	School of Psychology, Plymouth University: http://psychology.plymouth.ac.uk/en/	UK Coaching Framework https://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf
				www.prospects.ac.uk		
				UK Coaching Framework https://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf		
				www.ukcoaching.org		

Appendix 3

Work Based Learning Mapping

FHEQ Level: 4					
Activity	Logistics	Programme Aim	Programme Intended Learning Outcome	Range of Assessments	Related Core modules
Academic Skills Module – Professional Development Plan	Students will complete an academic skills PDP to identify their current practice and how action plan how they will improve	3, 4	8.1.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	SOUD1488 – Academic Skills and Practice Tutorial
Tutorial - Professional Development Plan	Students will complete a PDP to identify their current skills, future job opportunities and gaps in skills and how action plan how they will improve. Throughout tutorial they will refer back to and update the PDP once they have undertaken work based/ volunteering activities	4	8.1.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	Tutorial
Practical Skills	Students have the opportunity to develop practical skills using a range of fitness equipment and deliver practical sessions in their modules	3, 4, 5	8.1.2, 8.2.4, 8.4.4, 8.5.1, 8.5.2, 8.5.3	Practical's Essay Case Studies	SOUD1489 – Human Anatomy & Physiology SOUD1490 – Fundamentals of Training and Fitness SOUD1493 – Principles of

					Coaching & Skill Development
Additional Employability and Volunteering					
Student Employability Survey to be administered	Students will be asked to undertake a centralised employability survey during a Tutorial within the six week induction period. The survey is designed to capture students' current career thinking, employability enhancing experience gained, confidence and engagement with employability support. Data will be analysed centrally and circulated with the programme team to support the development of employability support and target relevant initiatives. The survey will be administered annually to track the development of students' employability across the duration of the course.				
Overview of employability support available (including why relevant and important)	The Employability and Enterprise Co-ordinator will attend a Tutorial during the six week induction to provide an overview of the employability support and resources available to students through UCSD and the University of Plymouth. Tutorial				
Student Volunteering Fair	Scheduled to take place on Wednesday 10th October 2018, this is a cross programme event whereby a range of representatives from local organisations (including Healthwatch Torbay and Devon & Cornwal Police) will attend to advertise voluntary vacancies and speak to students about the benefits of volunteering.				
UCSD Work Experience Award	Students can apply for a bursary to support with extra-curricular work experience opportunities including qualifications, placement travel costs.				
Volunteering Week	Cross programme volunteering week in line with the national Student Volunteering Week in February. Previously this has involved a Student Volunteering Forum whereby representatives from local organisations were invited in to discuss student volunteering. More recently, the week has been used to celebrate student volunteering successes and link in with UPSU Volunteering to raise awareness of the UPSU Volunteering Reward and Recognition Scheme. The scheme allows students to log their extra-curricular community volunteering hours and receive recognition for their efforts.				
Alumni Event	Cross programme evening event in which a handful of former students are invited in to discuss their experiences of work and the elements of their degree which have supported them in their careers.				
FHEQ Level: 5					
Activity	Logistics	Programme Aim	Programme Intended	Range of Assessments	Related Core modules

			Learning Outcome		
Work Based Learning Module	Students to organise and undertake a minimum of 90 hours work based learning. They will be required to undertake a small research project related to this.	3, 4,	8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Portfolio Presentation	SOUD2447 – Professional Practice in Sport, Coaching and Fitness
Tutorial - Professional Development Plan	Students will continue with their PDP from year 1. It will be updated with any volunteering activities/ WBL they have carried out in the summer break. Throughout tutorial they will refer back to and update the PDP once they have undertaken work based/ volunteering activities	4	8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4	Skill Audit Diary of Activities Reflection on practice	Tutorial
Practical Skills	Students will have the opportunity to develop skills using specialist exercise and analysis equipment and as well as developing practical coaching skills	3, 4, 5	8.2.4, 8.4.4, 8.5.1, 8.5.2, 8.5.3	Case study Practical's Essay	SOUD2445 – Exercise Physiology SOUD2446 – Analysis of Sports Performance SOUD2449 – Coaching & Leadership
Presentation Skills	Students will have the opportunity to develop presentation skills within their modules including disseminating their research at the Annual Research Showcase	3	8.2.3, 8.3.1, 8.3.2,8.3.3, 8.3.4	Presentations	SOUD2444 – Research Methods in Sport & Fitness SOUD2445 – Exercise Physiology SOUD2447 – Professional Practice in Sport,

					Coaching and Fitness
Additional Employability and Volunteering					
Student Volunteering Fair	Scheduled to take place on Wednesday 10th October 2018, this is a cross programme event whereby a range of representatives from local organisations (including Healthwatch Torbay and Devon & Cornwall Police) will attend to advertise voluntary vacancies and speak to students about the benefits of volunteering.				
Work Experience	Students can apply for a bursary to support with extra-curricular work experience opportunities including qualifications, placement travel costs.				
Volunteering Week	Cross programme volunteering week in line with the national Student Volunteering Week in February. Previously this has involved a Student Volunteering Forum whereby representatives from local organisations were invited in to discuss student volunteering. More recently, the week has been used to celebrate student volunteering successes and link in with UPSU Volunteering to raise awareness of the UPSU Volunteering Reward and Recognition Scheme. The scheme allows students to log their extra-curricular volunteering hours and receive recognition for their efforts.				
Alumni Event	Cross programme evening event in which a handful of former students are invited in to discuss their experiences of work and the elements of their degree which have supported them in their careers.				
Annual Graduate Skills conference	To include workshops on employability specific subjectts including writing applications				

Additional Ongoing support

Promotion of Plymouth Award - administered for UCSD students by Employability Coordinator

Promotion of University of Plymouth Careers & Employability Hub events - key dates TBC

Promotion of Plymouth Connect

Promotion of part-time, graduate and volunteering roles

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

Appendix 4 – Assessment Schedule

Lecturer	Sue Rodway-Dyer	Paul Matthews	Danny Gaze	Paul Matthews	Paul Hooper	Dave Gould
When	Semester 1	Semester 1	Semester 1	Semester 2	Semester 2	Semester 2
WEEK DATE	SOUD1488 Academic Skills and Practice	SOUD1489 Human Anatomy & Physiology	SOUD1490 Fundamentals of Training & Fitness	SOUD1491 Nutrition for Sports Performance	SOUD1492 Current Issues in Coaching & Fitness	SOUD1493 Skill Acquisition and Principles
Sept 24-28						
Oct 01-05	Assignment 1 Formative					
Oct 08-12		Assignment 1 Formative				
Oct 15-19	Assignment 1 Summative		Assignment 1 Formative			
Half Term						
Oct 29-02		Assignment 1 Summative				
Nov 05-09			Assignment 1 Summative			
Nov 12-16						
Nov 19-23			Practical Formative			
Nov 26-30						
Dec 03-07			Practical Summative			
Dec 11-15						
Dec 17-21		Assignment 2 Formative				
Christmas Holiday						
Jan 08-11			Assignment 3 Formative			
Jan 14-18		Assignment 2 Summative				
Jan 21-25	Assignment 2 Formative		Assignment 3 Summative			
Jan 28-01	Inter semester break					

Jan 04-08	Assignment 2 Summative					
Feb 11-15						
Half Term						
Feb 25-01						
Feb 04-08						Assignment 1 Formative
Mar 11-15					Assignment 1 Formative	
Mar 18-22				Assignment 1 Formative		Assignment 1 Summative
Mar 25-29					Assignment 1 Summative	
Apr 01-05				Assignment 1 Summative		
Easter Holiday						
Apr 23-26						
Apr 29-03						Assignment 2 Formative
Apr 07-10				Assignment 2 Formative		
May 07-11					Assignment 2 Formative	Assignment 2 Summative
May 13-17				Assignment 2 Summative		
May 20-24					Assignment 2 Summative	

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to develop students understanding of research and practice within degree level study and becoming autonomous learners at HE level. It aims to cover aspects such as academic writing, referencing, study skills, and what are the key elements needed to study within a degree. As well as the core elements needed to be covered there is also the opportunity for students to engage in self-study, research and one-to-one tutorials. To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice. To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Demonstrate the ability to communicate in styles appropriate to multiple professional contexts. LO2: Demonstrate an ability to identify, locate, evaluate and use information appropriate to the task in hand.	KU 1 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 1,2 & 3

LO3: Evaluate feedback on coursework evidencing an understanding of standardised academic standards associated with higher education study LO4: Analyse own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).	

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

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

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

SECTION A: DEFINITIVE MODULE RECORD.

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
In order that students can appreciate how the human body performs they need to understand how the body functions and initiates movement. This module will provide students with foundational knowledge of the structure and function of exercise related anatomy and physiology. It will also be a precursor to exercise physiology

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Students will be expected to have an understanding of the structure and function of the skeletal and muscular systems. They will apply their knowledge to co-ordinate movement. Students will also need to show any understanding of how the cardiovascular and respiratory systems adapt to exercise.

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Classify and identify the skeletal and musculature systems. LO2: Describe the function and structure of the skeleton, muscles, nerves and connective tissue. LO3: Describe how coordinated movement is produced. LO4: Identify the components of the cardiovascular and respiratory systems linking this to aerobic and anaerobic exercise. LO5: Explain blood flow in muscles and gaseous exchange in the respiratory system	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 2&3

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Simon Holden	**OTHER MODULE STAFF:** None

Summary of Module Content

Structure:

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

Musculature:

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

Movement:

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

Components:

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

Performance:

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

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecturers	30	2 hours per week for 15 weeks
Seminars	15	1hr per week for 15 weeks
Practicals	15	1hr per week for 15 week
Independent	140	Directed weekly reading, moodle based activities, and assessment development / revision.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Test	Presentation Underpinning Anatomical Structures and Functions (LO1, LO2)	100%
Coursework	Analyse a Sporting Movement, aerobic and anaerobic systems (LO3, LO4, LO5) (3000 words)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay underpinning Anatomical Structures and Functions (LO1, LO2) (2000 words)	100%
Coursework	Analyse a Sporting Movement, aerobic and anaerobic systems (LO3, LO4, LO5) (3000 words) (Different)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Matthews Date: 30/03/2018	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Focus on the principles of training, generic to all sport and exercise regimes. The components of 'fitness' will be examined, in terms of training and assessment. Expectation to apply knowledge and understanding to the planning, implementation and evaluation of personal fitness programmes. Opportunity to also complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Students will be expected to understand the concept of "fitness", and demonstrate a range of methods which could be used to measure its components. Students will understand the principles of training and the short and long term effects of exercise on the body. Students will also have the opportunity to complete a YMCA L2 Fitness Instructor (gym) qualification as part of the assessment of this module.

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Discuss fitness and the assessment of its components using field-based measures. LO2: Demonstrate competency and exercise knowledge in a gym based environment, or equivalent LO3: Analyse the short term effects and long term physiological adaptations of exercise. LO4: Plan, undertake and evaluate a training programme applying key principles of training and periodisation	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 1,2 & 3

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

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Daniel Gaze	**OTHER MODULE STAFF:** None

Summary of Module Content

Fitness and assessment:

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

Assessment of measures taken:

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

Training programmes:

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

Principles of training:

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Daniel Gaze Date: 30/03/2018	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module provides the learner with knowledge relating to sports nutrition. Looking at nutritional requirements of physically active individuals, including macro/ micronutrients, energy balance and calorific values, and the assessment of calorie intake/ expenditure. It also examines how athletes prepare for and recover from exercise and means by which athletic performance can be improved via nutritional strategies.

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

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

Professional body minimum pass mark requirement: N/A

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Examine the functions, dietary sources and recommended daily allowance (RDA) of macro /micronutrients and sources of hydration. LO2: Explore methods of dietary assessment and their use in sedentary and athletic performers. LO3: Analyse nutritional strategies which could be used in preparation for, and recovery from, exercise. LO4: Evaluate the use of nutritional strategies used to improve athletic performance, including ergogenic and nutritional aids.	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2

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

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

Macro and Micronutrients:

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

Dietary assessment and Energy balance:

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

Nutritional strategies used to improve performance:

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

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

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Essay - LO1, LO2 – Dietary Assessment (2000 words) Case study - LO3, LO4 – Dietary Modification for Performance (2000 words)	45% 55% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay - LO1, LO2 – Dietary Assessment (2000 words) (different) Case study - LO3, LO4 – Dietary Modification for Performance (2000 words) (different)	40% 60% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 23/05/19	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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

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

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

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

Professional body minimum pass mark requirement: N/A

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

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

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

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	**SCHOOL/PARTNER:** South Devon College

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Paul Hooper	**OTHER MODULE STAFF:** None

Summary of Module Content

Exercise and the maintenance of health and wellbeing:

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

Motivational models:

- Theories of motivation
- Health behaviour change
- Exercise adherence
- Environmental influences

Contemporary issues in sports coaching:

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

Contemporary issues in sport, health and fitness industries:

- Growing health trends
- Healthy environments
- Exercise addiction
- Race, gender, socioeconomic factors
- Drug abuse (recreational and sports performance)
- Globalisation, commercialisation
- Disability, social inclusion

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hooper Date: 30/03/2018	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD1493 **MODULE TITLE:** Principles of Coaching & Skill Development
CREDITS: 20 **FHEQ LEVEL:** 4 **JACS CODE:** C610
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

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

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

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

Professional body minimum pass mark requirement: N/A

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1**:** Discuss current research and practice in skill learning and development and its application sport and exercise. LO2: Analyse the role of the coaching process within a sporting environment LO3: Investigate and apply the information processing models and dynamical systems approach to sport and exercise environments. LO4: Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment	KU 1 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 3 & 4 PS 1,2 & 3

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

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: David Gould	**OTHER MODULE STAFF:** Ben Roper

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 – Essay on skill learning and the role of the coaching process (2000 words) LO4 – Report investigating coaching styles and information processing (1000 words)	50% 50% 100%
Practical	LO3 – Application of information processing models in a coaching session	Pass/ Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 – Essay on skill learning and the role of the coaching process (2000 words) (different) LO4 – Report investigating coaching styles and information processing (1000 words) (different)	50% 50% 100%
Practical	LO3 – Application of information processing models in a coaching session (different)	Pass/ Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: David Gould Date: 30/03/2018	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will be introduced to the disciplines and techniques of collecting, analysing and presenting data. It includes the application and understanding of qualitative and quantitative research methods, and analysis and evaluation of statistical data. Students will undertake data collection, analysis and presentation of research, as well as the development of a piece of research for future study.

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:
Develop the skills and understanding that will enable students to research using primary and secondary sources.
Identify and assess the limitations of various research techniques and suggest methods of overcoming them.
Enable students to demonstrate the ability of the application of computer software in analysis of research.
Enable students to present data and make informed recommendations based on their findings.

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Synthesise current research and literature within sports and fitness LO2: Evaluate the principles and practices of designing and planning research. LO3: Analyse primary data and interpret the results LO4: Present findings in a concise and lucid manner	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2,3 & 4 ERS 1 PS 2

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

DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:**

Summary of Module Content

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

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	45	Lectures and seminars
Independent	155	Guided reading, preparation and assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 & LO3: Mini Research Project – Literature Review, Methodology evaluation and Discussion (2500 words) L04: Viva presentation (1500 word equivalent)	75% 25% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO1, LO2 & LO3: Mini Research Project – Literature Review, Methodology evaluation and Discussion (2500 words) L04: Viva presentation (1500 word equivalent)	75% 25% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 23/05/19	**Approved by:** Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
To examine physiological factors that affect performance. Importance will be placed on the relationship of the cardio-vascular system, energy transport and metabolism alongside environmental factors that improve performance. The aim of the module is to build and develop principles/knowledge acquired in human anatomy and physiology to exercise science.

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

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

Professional body minimum pass mark requirement: N/A

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Analyse the relative contributions of the systems of energy to different intensities and types of exercise LO2: Investigate the cardio respiratory and cardio vascular responses to acute and chronic exercise LO3: Compare neuromuscular and hormonal responses to acute and chronic exercise LO4: Evaluate environmental influences on human performance	KU 1,2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2& 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Mike George	**OTHER MODULE STAFF:** None

Summary of Module Content

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

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

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

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

Gas exchange in lungs:
- Arteriovenous O_2 difference
- Bohr Effect
- Myoglobin
- O_2 diffusion and partial pressure.

Fitness and well-being: basal metabolic rates and fitness requirements through the life cycle
- Child to adult

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Mike George Date: 24/05/19	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

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

Professional body minimum pass mark requirement: N/A

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Outline and evaluate the methods and models used to analyse sports performance LO2: Critically analyse the accuracy and precision of data generated by performance analysis systems LO3: Implement and evaluate a suitable of performance analysis to collect appropriate data LO4: Critically reflect the results of the data obtained and the limitations of the analysis used.	KU 1, 2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2 & 3

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Suzy Hedge	**OTHER MODULE STAFF**: Ben Roper

Summary of Module Content

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

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

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

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

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Suzy Hedge Date: 29/03/18	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2447 **MODULE TITLE:** Professional Practice in Sport, Coaching & Fitness
CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:** C610
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will explore their current skill set and where that fits in line with professional standards. They have the opportunity for clearer understanding how a section of the sport and fitness industry functions on a day to day basis and reflection on learning. This in turn should give students confidence and a clearer idea of strengths and weaknesses, better equipping them for full time employment.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To enhance the student's practical skills and understanding of specific learning environments. Students will explore their current skill set and where that fits in the sector and in line with professional standards. The opportunity to understand more clearly how a section of the sports, coaching or fitness industry functions on a day to day basis and the opportunity to reflect on their learning. This in turn should give students confidence and a clearer idea of your own strengths and weaknesses, better equipping them for full time employment.

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

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

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 28/01/2019	**SCHOOL/PARTNER:** South Devon College

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: Sue Rodway Dyer	**OTHER MODULE STAFF:** None

Summary of Module Content

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

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

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled lectures	15	1 hr per week for 15 weeks
Independent	105	Independent guided learning, securing work placement, directed weekly reading, moodle based activities.
Placement	80	Work based learning
Total	**200**	**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 2 – Portfolio that includes a reflective diary of your time on work experience (1500), an evaluation industry standards (1000) and an action plan for areas for improvement from these (500) LO3 & LO4	100%
Practical	Assignment 1 - Presentation (1000) that describes the organisation that you undertook your work placement with LO1 & LO2	100%

REFERRAL 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 industry standards (1000) and an action plan for areas for improvement from these (500) LO3 & LO4 (different)	100%
Practical	Assignment 1 - Presentation (1000) that describes the organisation that you undertook your work placement with LO1 & LO2 (different)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sue Rodway Dyer Date: 28/03/2018	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module gives students an understanding of key psychological factors that influence performance and participation in sport and exercise. The module introduces the learner to an awareness of psychological skills and training methods that can be employed to enhance performance. It also provides an introduction to the key issues in exercise psychology and exercise adherence.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Students will develop an overall pragmatic approach to Sport and Exercise Psychology. They will be encouraged to link theory to practice and will develop hands on practical skills to enable them to relate to clients in a realistic working environment.

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Evaluate, reflect and critically analyse a range of psychological theories underpinning performance in sport and exercise. LO2: Explore and examine ways of optimising performance by using various psychological techniques in sport and exercise. LO3: Analyse the effect of various intervening psychological variables on performance. LO4: Examine and analyse the process leading to the effective functioning of groups and teams in sport and exercise environments.	KU 1, 2 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 2 & 3

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

DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	**NATIONAL COST CENTRE:** 108
MODULE LEADER: David Gould	**OTHER MODULE STAFF:** None

Summary of Module Content

Psychological Factors relating to exercise adherence:

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

Motivation:

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

Psychological variables:

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

Psychological Intervention Strategies:

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

Contemporary Exercise Psychology:

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: David Gould Date: 30/03/18	**Approved by**: Ben Roper Date: 02/04/2018

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: SOUD2449 **MODULE TITLE:** Coaching & Leadership
CREDITS: 20 **FHEQ LEVEL:** 5 **JACS CODE:** C610
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will provide students with a greater understanding of the technical coaching requirements of specific sports as well as reinforcing the key principles behind effective leadership. In addition to this, learners will also be given the opportunity to develop and build upon their practical experiences and constructing a coaching profile.

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

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

Professional body minimum pass mark requirement: N/A

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
LO1: Critically evaluate a range of coaching techniques in practice. LO2: Demonstrate a development of personal coaching and philosophies through delivery of planned activities. LO3: Analyse the current moral and social issues relative to sports coaching and leadership. LO4: Examine the importance of coach athlete relationship and the role it plays in performance	KU 1 & 3 CIS 1,2,3 & 4 KTS 1,2 & 4 ERS 3 & 4 PS 1, 2 & 3

DATE OF APPROVAL: 29/06/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2019	**SCHOOL/PARTNER:** South Devon College

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

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 Roper	**OTHER MODULE STAFF:** None

Summary of Module Content

- Coaching practice
- Practice design
- Feedback to improve performance
- Reflective practice
- Self-awareness
- Safeguarding and safety
- Lifestyle of the athlete
- Sports science influences
- Leadership styles
- Environmental factors
- Motivational climate
- Safeguarding
- Practice
- Competitive situations and games
- Parents and others
- Coaching methods, challenge learned behaviour, alter beliefs, perceptions
- A coaching and leadership profile.
- Coaching and teaching styles
- Practical and theoretical sessions
- Technical and tactical sessions
- Understanding the role that a coach plays in the development of an athlete and the
- Moral and social issues that a coach has to consider when working with athletes or different environments
- Coach athlete relationship
- Role in performance
- Building and maintain relationships
- Boundaries and ethical issues

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – (LO1) Critical Analysis of a range of coaching techniques (1000 words) Essay - (LO3,LO4) Examination of the coach athlete relationship and moral and social issues within sport coaching (2000 words)	50% 50%
Practical	(LO2) Demonstration - personal development and performance as a coach (Justification of approach)	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – (LO1) Critical Analysis of a range of coaching techniques (1000 words) (different) Essay - (LO3,LO4) Examination of the coach athlete relationship and moral and social issues within sport coaching (2000 words) (different)	50% 50%
Practical	(LO2) Demonstration - personal development and performance as a coach (Justification of approach) (different)	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ben Roper Date: 29/03/2018	**Approved by**: Lynn Squire Date: 03/04/2018