



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

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## FdSc Sport; Coaching, Health and Fitness

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# Welcome and Introduction

## 1. Welcome and Introduction to FdSc Sport; Coaching, Health and Fitness

Welcome to FdSc Sport; Coaching, Health and Fitness delivered at Weymouth by Weymouth College.

Your teaching programme is based at Weymouth College within the school of Sport and Public/Protective Services.

Your programme has been designed to provide you with an intellectually stimulating, personally challenging and professionally demanding experience. Employers are looking for creative, reflective and flexible graduates who are prepared to take responsibility, work independently and also work effectively as part of a team. There will be many opportunities for you to develop these key qualities as you progress through the programme. The Foundation Degree ethos of combining vocational training with academic learning will allow you to develop effective links with employers as well as broaden your all round knowledge and expertise in Sport, Coaching, Health and Fitness.

The school of Sport and Public Services, whose staff room is located on the first floor of the Fleet building (F130), operates the Foundation Degree. The staff aim to 'maximise your potential' by providing access, progression and independence within an ideal learning environment. There will always be someone around to advise you with a particular issue or point you in the right direction so please contact us if you are unsure about anything on the course.

By working hard with your studies, you will find the course both rewarding and enjoyable and the experience will prove invaluable in preparing for your future career.

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 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
  - o available on Moodle
- Your Teaching, Learning and Assessment Handbook
  - o available on Moodle
- University of Plymouth's Student Handbook
  - o available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

## Programme Specification

### 2. Programme Specification

<b>Awarding Institution:</b>	University of Plymouth
<b>Teaching Institution:</b>	<i>Weymouth College</i>
<b>Accrediting Body:</b>	N/A
<b>Final Award:</b>	<i>FdSc</i>
<b>Intermediate Awards:</b>	Certificate of Higher Education (CertHE)
<b>Programme Title:</b>	<i>Sport; Coaching, Health and Fitness</i>
<b>UCAS Code:</b>	<i>P60</i>
<b>JACS Code:</b>	<i>C610</i>
<b>Benchmarks:</b>	This programme has been informed by the Foundation Degree Benchmark statement and QAA Subject Benchmark statements for the following: Hospitality, Leisure, Sport & Tourism Health Studies
<b>Date of Approval:</b>	<i>(January 2013)</i>

### Brief Description of the Programme

The course aims to provide students with a sound understanding of the key components of coaching, health and fitness, lifestyles and attitudes to exercise, promotion of healthy living, principles of fitness and training and industry-specific management skills. Students will be offered the opportunity to gain additional professional qualifications (Active IQ) which will qualify them to work as fitness instructors in the field.

This Foundation Degree will enable students to train to become a Sport Coach, Exercise Physiologist, Fitness Instructor/Personal Trainer, Exercise Consultant, Health Promotion

Specialist, Performance Analyst, Sport Development Officer, Strength and Conditioning Coach and PE teacher or gain positions in administration and management. Students will also gain transferable life skills while embarking on this Foundation Degree. The programme structure will be designed to meet the needs of these organisations from both an employer and employee perspective.

## **Programme Aims**

To support students by:

1. Providing an opportunity for access to a local higher level programme of study in a sports related subject for suitably qualified people in Dorset.
2. Providing an opportunity to acquire a variety of skills by including a range of diverse modules all connected within the common theme of Sport; Coaching, Health and Fitness.
3. Offering the flexibility within modular assessments to focus on their own areas of interest and develop particular expertise in chosen aspects.
4. Enabling demonstration and application of developing skills and knowledge in a functional way as the programme progresses, particularly in the work-based learning placement, and by engagement with the local community.
5. Equipping them with the levels of academic and practical ability needed to progress to Honours level study and succeed at this new level.

## **Programme Intended Learning Outcomes (LO):**

By the end of the programme students will be able to:

1. Competently utilise a range of academic skills to a level consistent with that expected of higher level students.
2. Describe and demonstrate an understanding of the relevance of principles of coaching, health and physical activity and their relevance in the context of today's society.
3. Describe and evaluate the roles of a range of professionals relevant to the field of study, and develop competencies in these professionalisms by engaging with local employers.
4. Critically analyse essential theories related to Health and Fitness, coaching and activity leadership, and evaluate their implementation.
5. Successfully implement coaching and activity sessions for a range of client groups.
6. Recognise essential features of the relationship between fitness and health.

## Progression Route(s)

Successful students have the opportunity to apply for the University of Plymouth BSc (Hons) Professional Studies (Health and Community) Top Up held at Weymouth College. In addition to this there are currently options to progress to the following courses offered by South Devon College (in partnership with University of Plymouth) BSc (Hons) Coaching (Sports Performance and Development) and BSc (Hons) Coaching (Outdoor Leadership).

In progressing onto the above courses students will continue to add to their grade profile accumulated in their second year of study on the Foundation Degree in Sport; Coaching, Health and Fitness. Students' level 5 marks will therefore be used alongside level 6 results in confirming the honours degree classification.

## Programme Structure

Level 4				Level 5			
Module Code	Module Title	No. of Credits	Core / Optional	Module Code	Module Title	No. of Credits	Core / Optional
WEYM1016	HE Study Skills and Professional Development	20	Core	WEYM2017	Management Skills for the Health and Fitness Industry	20	Core
WEYM1013	Human Structure and Function	20	Core	WEYM2015	Research Methods and Professional Skills	20	Core
WEYM1014	Sport Coaching	20	Core	WEYM2016	Sports & Activity Provision for Special Populations	20	Core
WEYM1015	Gym and Fitness Instruction	20	Core	WEYM2018	Exercise Nutrition and Lifestyle Management	20	Core
WEYM1017	Sports Development	20	Core	WEYM2019	Psychology for Performance and Health	20	Core
WEYM1018	Health and Fitness Promotion	20	Core	WEYM2020	Further Principles of Sports Coaching	20	Core

## Learning Outcomes Maps for *FdSc Sport; Coaching, Health & Fitness* at HE Levels 4 and 5

Learning Outcomes Map	Level 4		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	Programme Aim	Programme Learning Outcome	Related Core Modules
<p><b>1. Knowledge/ Understanding</b> Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:</p> <ul style="list-style-type: none"> <li>Describe principles of Sport, Coaching, Health and Fitness and their relevance in the context of today's society.</li> <li>Identify a range of sports, coaching, health related organisations and explain their function.</li> </ul>	<p>2, 3</p> <p>2, 3, 4, 5,</p>	<p>2, 4,</p> <p>3,</p>	<ul style="list-style-type: none"> <li>WEYM1013, WEYM1016, WEYM1014, WEYM1018</li> <li>WEYM1017</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Cognitive / Intellectual Skills</b> (generic) Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to:</li> <li>• An understanding of a range of physiological and psychological disorders, the differences between them, and how avoidance or improvement may be achieved by correct implementation of activity or nutritional programmes.</li> </ul>	2, 3, 4,	6	<ul style="list-style-type: none"> <li>• WEYM1015</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Key / Transferable Skills</b> (generic) Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</li> <li>• Utilise a range of academic skills to a level consistent with that expected of higher level students.</li> <li>• Work as a part of a team to organise and implement activities</li> <li>• Develop the ability to conduct independent research and complete research based tasks to a high level of competency.</li> </ul>	2, 3, 5,  2, 3, 4, 5,  2, 3,	1  5,  5,	<ul style="list-style-type: none"> <li>• WEYM1016,</li> <li>• WEYM1018</li> <li>• WEYM1014</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Employment-related skills</b> Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:</li> <li>• Describe the roles of a range of professionals relevant to the field of study and develop competencies in these areas.</li> <li>• Develop a range of industrial skills and demonstrate the efficacy of these by engaging with local employers and clients.</li> </ul>	2, 3, 4, 5,  2, 3, 4, 5,	4,	<ul style="list-style-type: none"> <li>• WEYM1016, WEYM1014, , WEYM1017, WEYM1018</li> <li>• WEYM1016, WEYM1014, , WEYM1018</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Practical Skills</b> (subject specific)</li> <li>• Demonstrate practical professional skills relevant to the design and delivery of fitness training programmes.</li> <li>• Contribute positively to individual and group activities relevant to health and fitness.</li> </ul>	2, 3, 4, 5,  2, 3, 4, 5,	4,  5,	<ul style="list-style-type: none"> <li>• WEYM1014, WEYM1015,</li> <li>• WEYM1016, WEYM1014, WEYM1018</li> </ul>
<b>2. Other</b>			

Foundation Degree Intended Learning Outcomes Map	Level 5		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	Programme Aim	Programme Learning Outcome	Related Core Modules
<p><b>1. Knowledge/ Understanding</b></p> <p>Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular:</p> <ul style="list-style-type: none"> <li>• Describe principles of Sport, Health and Physical Activity and their relevance in the context of today's society.</li> <li>• Identify a range of sports, health and physical activity organisations and explain their function.</li> </ul>	<p>2, 3,</p> <p>2, 3, 4, 5,</p>	<p>2, 4,</p> <p>3,</p>	<ul style="list-style-type: none"> <li>• WEYM2017, WEYM2016, WEYM2019,</li> <li>• WEYM2015, WEYM2020</li> </ul>

<p><b>2. Cognitive / Intellectual Skills</b> (generic) Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of a range of physiological and psychological disorders, the differences between them, and how avoidance or improvement may be achieved by correct implementation of activity or nutritional programmes.</li> </ul>	2, 3, 4,	6	<ul style="list-style-type: none"> <li>• WEYM2017, WEYM2015, WEYM2016, WEYM2019</li> </ul>
<p><b>3. Key / Transferable Skills</b> (generic) Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. In particular:</p> <ul style="list-style-type: none"> <li>• Utilise a range of academic skills to a level consistent with that expected of higher level students.</li> <li>• Work as a part of a team to organise and implement activities</li> <li>• Develop the ability to conduct independent research and complete research based tasks to a high level of competency</li> </ul>	<p>2, 3,</p> <p>2, 3, 5,</p> <p>2, 3, 4, 5,</p>	<p>1</p> <p>6</p> <p>6</p>	<ul style="list-style-type: none"> <li>• ALL</li> <li>• WEYM2016, WEYM2020</li> <li>• WEYM2015</li> </ul>

<p><b>4. Employment-related skills</b> Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:</p> <ul style="list-style-type: none"> <li>• Describe the roles of a range of professionals relevant to the field of study and develop competencies in these areas.</li> <li>• Develop a range of industrial skills and demonstrate the efficacy of these by engaging with local employers and clients.</li> </ul>	<p>2, 3, 4, 5</p> <p>2, 3, 4, 5</p>	<p>4,</p> <p>4,</p>	<p>1. WEYM2016</p> <ul style="list-style-type: none"> <li>• WEYM2015, WEYM2016, WEYM2020,</li> </ul>
<p><b>5. Practical Skills</b> (subject specific)</p> <ul style="list-style-type: none"> <li>• Successfully implement coaching and activity sessions for a range of client groups</li> <li>• Appreciate the relationship between fitness and health, undertake fundamental health assessments, and competently construct fitness plans for clients according to need.</li> <li>• Identify essential aspects of successful coaching and activity leadership.</li> </ul>	<p>2, 3, 5,</p> <p>2, 3, 4, 5,</p> <p>2, 3,</p>	<p>4,</p> <p>5, 6,</p> <p>4,</p>	<ul style="list-style-type: none"> <li>• WEYM2016, WEYM2020</li> <li>• WEYM2016, WEYM2020</li> </ul>

## Module Records

### 3. Module Records

<b>MODULE CODE:</b> WEYM1013	<b>MODULE TITLE:</b> Human Structure and Function
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095 & 100350
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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<p><b>SHORT MODULE DESCRIPTOR:</b> This module informs students of how the body functions in sport and exercise conditions by focusing on the physiological aspects of performance. This information will form the basis for developing strategies and training regimes designed to optimise physical performance.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
WRITTEN EXAMINATION		COURSEWORK	
<b>E1</b> (Formally scheduled)	50%	<b>C1</b>	50%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching, Health and Fitness
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> To outline aspects of body structures / organs and their functions in relation to sport and physical activity.
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the major physiological systems of the human body and how regular exercise/training can impact upon these.</li> <li>• Identify and outline the structure and functions of the skeletal, muscular and cardio-respiratory systems.</li> <li>• Identify and explain energy systems and apply knowledge to different sporting activities.</li> <li>• Outline how the human body functions as an integrated system.</li> </ul>
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<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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

<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE: 108</b>
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<b>MODULE LEADER:</b> Martin Oliver	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Analysis of functional anatomy and movement of the body.
- Cardiovascular system and effects of exercise and training.
- Respiratory system and effects of exercise.
- Energy sources of the human body including fuels for exercise.
- Applying energy system concepts to sport and exercise including the role of the warm-up and prevention of and recovery from fatigue.
- Laboratory and field based physiology tests for human performance.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	37.5	25 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour sessions (Advice sessions for study topic)
Practical Sessions	7.5	5 x 1.5 hour sessions
Guided independent Learning	147.5	Includes preparation for written exam and coursework
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	1000 word report	100%	1000 word report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Written exam	E1	Examination	100%	Examination: marks will be awarded for understanding, solutions to problems, clarity of expression, coverage and synthesis

Updated by: Martin Oliver Date: 30/08/2021	Approved by: Jo Smark-Richards Date: 04/09/2021
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<b>MODULE CODE:</b> WEYM1014		<b>MODULE TITLE:</b> Sport Coaching <b>HECOS</b> 100095	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
<b>SHORT MODULE DESCRIPTOR:</b> Students will apply theoretical principles of coaching to practical situations in a range of sports. Students will gain experience in planning, implementing and evaluating sessions. Considerations in providing for a range of ages and abilities will be central. Students should find that the principles studied and abilities gained in this module are useful for the completion of level 5 modules Sports Provision for Special Populations & Further Principles of Sports Coaching.			
<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
COURSEWORK		PRACTICE	
C1	60%	P1	40%
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching , Health & Fitness			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>Develop practical coaching expertise by allowing students to apply theories of coaching via a variety of activities.</li><li>Encourage students to develop an analytical approach to the delivery of coaching sessions both individually and as part of a scheme</li></ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>Demonstrate an understanding of the key roles of the coach.</li><li>Differentiate between different coaching styles and strategies.</li><li>Effectively plan and implement coaching sessions across a range of sports.</li><li>Analyse and evaluate sports coaching sessions.</li></ul>			
<b>DATE OF APPROVAL:</b> JANUARY 2013		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013		<b>SCHOOL/PARTNER:</b> Weymouth College	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX		<b>TERM:</b> All Year	

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE: 108</b>
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<b>MODULE LEADER:</b> Andy Yates	<b>OTHER MODULE STAFF:</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Expertise of the coach.</li> <li>• Organising and implementing coaching sessions.</li> <li>• Prevention and treatment of injuries.</li> <li>• Practical coaching experience.</li> <li>• Evaluation of coaching sessions.</li> <li>• Varied coaching strategies</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	30	20 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour sessions (Advice sessions for study topic)
Practical Coaching Sessions	15	10 x 1.5 hour sessions
Guided independent Learning	147.5	Includes preparation for practical coaching sessions and coursework
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Essay	100%	Essay: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Coaching sessions	100%	Coaching sessions: marks will be awarded for detail in planning & consideration of contingencies, suitability of session for client group, control of the client group, appropriate level of demand, detail & reflection in evaluation

<p><b>Updated by:</b> Andy Yates Date: 30/08/2021</p>	<p><b>Approved by:</b> Martin Oliver Date: 09/09/2021</p>
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<b>MODULE CODE:</b> WEYM1015		<b>MODULE TITLE:</b> Gym and Fitness Instruction HECOS 100095 &101319	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module enables students to become competent in planning, delivering and evaluating exercise and health sessions to adults, in an unsupervised situation. Key skills that contribute to effective leadership will be considered and an emphasis will be placed upon ensuring that students continually critically analyse and reflect on their performance as a health professional.			
<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
COURSEWORK		PRACTICAL/PORTFOLIO	
C1	60%	P1	40%
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching, Health and Fitness			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• This module provides the student with knowledge and understanding to become competent in planning, delivering and evaluating exercise and health sessions to adults, in an unsupervised situation.</li><li>• Key skills that contribute to effective leadership will be considered and an emphasis will be placed upon ensuring that students continually critically analyse and reflect on their performance as a health professional.</li><li>• This module aligns with the Reps recognised level 2 gym instructor certificate.</li></ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>• Demonstrate a clear understanding of the key principles contributing to successful exercise sessions and professional practice.</li><li>• Demonstrate effective customer care.</li><li>• Produce, deliver, and evaluate a single detailed plan for a safe and effective gym based exercise session.</li><li>• Review and analyse the role of an effective practitioner in the health and fitness sector.</li><li>• Reflect and provide critical analysis on their own professional performance in relation to an exemplary practitioner.</li></ul>			
<b>DATE OF APPROVAL:</b> January 2013		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> September 2013		<b>SCHOOL/PARTNER:</b> Weymouth College	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX		<b>TERM:</b> All Year	

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER:</b> Laura Summers	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Creating an exercise session plan incorporating safety, organisational factors, importance of warm up and cool down, supervision, organisation and control.
- Implementation of the health screening process. Assessing and meeting client's needs in relation to health and fitness
- Identifying and implementing effective performance, delivery and leadership, including motivating participants, principles of goal setting, feedback and evaluation.
- Differentiating sessions for selected clientele.
- Analysis of the role of fitness professional
- Effective strategies to reflect and provide critical analysis of own performance

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	31.5	21 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour sessions (Advice sessions for study topic)
Practical Exercise Sessions	13.5	9 x 1.5 hour sessions
Guided independent Learning	147.5	Includes preparation for coursework and practical
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Written reflective report	100%	Marks will be awarded for knowledge, application and analysis of role of fitness professional. Reflection section will demonstrate critical thinking and analysis of comparison of own performance to professional practitioner.
Practice	P1	Practical Assessment	100%	Portfolio and Practical Assessment : marks will be awarded for careful planning, assessment of clients' needs and practical delivery.

<b>Updated by:</b> Laura Summers Date: 30/08/2021	<b>Approved by:</b> Martin Oliver Date: 04/09/2021
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<b>MODULE CODE:</b> WEYM1016	<b>MODULE TITLE:</b> HE Study Skills & Professional Development
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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<p><b>SHORT MODULE DESCRIPTOR:</b> Students will be introduced to and allowed to develop a range of study skills so as to ensure academic standards relevant to a higher programme are established and maintained. Students will be required to develop planning, reading, writing, communicative and IT based abilities. This module is essential in giving students the opportunity to develop the required skills needed to ensure success at higher education level.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>
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COURSEWORK	
<b>C1</b>	100%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching, Health and Fitness
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<b>Professional body minimum pass mark requirement:</b> N/A
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<p><b>MODULE AIMS:</b> The aims of this module are to ensure that students develop the study skills which will ensure success at higher education level study and the academic confidence to enable them to maximise learning opportunities.</p>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on individual strengths and weaknesses, and as a result construct an appropriate personal development plan (PDP) for continuous evaluation and professional achievement.</li> <li>• Practise methods and techniques for effective study.</li> <li>• Develop reflective practice skills and the integration of workplace learning.</li> <li>• Demonstrate effective study skills through achieving the summative assignment.</li> </ul>
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<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER: Michelle Bell</b>	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Creating an audit of personal study skills and needs.
- Practising methods and techniques for effective study.
- Accessing appropriate learning resources successfully.
- Selecting and using appropriate resources for specific learning and assessment including note taking.
- Strategies for effective time management and planning assignments.
- Managing assessment tasks effectively, e.g. essay writing, using seminar papers, presentations.
- Writing in approved academic style, avoiding plagiarism and referencing correctly.
- Applying and integrating learning from the workplace.
- Sharing and synthesizing learning with others.
- Using IT effectively to research and present work.
- Using constructive feedback and continuous reflection in order to improve performance and self-confidence.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
<b>Total</b>	<b>200</b>	

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1		50%	1500 word report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression and presentation.
			50%	Personal Development Plan outlining SWOT and Action Plan.

<b>Updated by:</b> Martin Oliver <b>Date:</b> 30/08/2021	<b>Approved by:</b> Jo Smark-Richards <b>Date:</b> 04/09/2021
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<b>MODULE CODE:</b> WEYM1017		<b>MODULE TITLE:</b> Sports Development HECOS 100095 & 100096	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module considers the roles and functions of a range of sports and health organisations, and how they interact and implement Government policy. Students also develop an understanding of barriers that exist to sports participation and how these can potentially be reduced to allow all-round interaction with sport and physical activity.			
<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
COURSEWORK			
C1	100%		
<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Sport; Coaching , Health & Fitness			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• This module provides the student with an in depth knowledge and understanding of the sports development continuum.</li><li>• It identifies the main bodies which influence the development and management of sport and focuses on the pathways and processes to develop sport.</li><li>• Students are given the opportunity to gain an understanding of barriers that exist to sports participation.</li></ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>• Identify how the wider cross cutting political issues impact on the sports development process from grass roots to elite performance;</li><li>• Discuss the impact of social/economic issues within sports development;</li><li>• Outline and analyse the barriers that prevent sport participation and development and the impact this has in a wider social/economic setting.</li></ul>			
<b>DATE OF APPROVAL:</b> JANUARY 2013		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013		<b>SCHOOL/PARTNER:</b> Weymouth College	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX		<b>TERM:</b> All Year	

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER:</b> Kelly Allan	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

1. Expertise of sport and politics;
2. Social issues in contemporary sport;
3. Barriers to participation;
4. Sport development continuum;
5. Professional bodies and organisations;
6. Funding of sport;
7. Institutions delivering at appropriate levels of the development continuum.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for essay
<b>Total</b>	<b>200</b>	

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1	Essay	100%	2000 word essay: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression and presentation.

<b>Updated by:</b> : Martin Oliver Date: 30/08/2021	<b>Approved by:</b> Jo Smark-Richards Date: 04/09/2021
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<b>MODULE CODE:</b> WEYM1018	<b>MODULE TITLE:</b> Health and Fitness Promotion
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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<p><b>SHORT MODULE DESCRIPTOR:</b> There is an increasing awareness of the relationship between lifestyle and health. Students are given an opportunity to investigate the Government's role in health and fitness promotion, and determine how good health can be promoted by a health promotion specialist. The coursework will require students to devise a health promotion campaign, working collaboratively with local employers in the workplace.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>	
COURSEWORK	
<b>C1</b>	100%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Sport; Coaching , Health & Fitness
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<b>Professional body minimum pass mark requirement:</b> N/A
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<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>• This module provides the students with an opportunity to examine contemporary issues and perspectives on health and fitness promotion in relation to the workplace.</li> <li>• It identifies the role of public and private sectors in health, fitness and sport for all.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the issues influencing our health and fitness behaviours and explain the implications of such behaviours within the workplace.</li> <li>• Identify the skills needed by a health promotion specialist.</li> <li>• Identify and explain the government role in health and fitness promotion.</li> <li>• Demonstrate an understanding of the local authority role in health and fitness promotion and sports provision.</li> <li>• Develop and analyse the effectiveness of health and fitness promotion campaigns.</li> </ul>
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<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER:</b> Laura Summers	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Concepts and determinants of health and fitness.
- Health and fitness promoters and their role.
- Identify the differences between health and fitness education and health and fitness promotion.
- Communication and interpersonal skills within health and fitness promotion.
- Development, role and influence of the World Health Organisation.
- Identify and assess the governments' contribution to health and fitness promotion.
- Identify and assess the local authorities' role in health and fitness provision.
- Work place health promotion strategies.
- Devise and implement a work place health and fitness promotion campaign.
- Analyse the effectiveness of health and fitness promotion campaigns.
- Exercise adherence and health behaviour models.
- Critically analyse the success/failure of behaviour change following the implementation of a work place health and fitness promotion campaign.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for presentation and work based poster campaign
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Assignment presentation: 10/15minutes.	40%	Oral Presentation: marks will be awarded for clarity of the presentation and the students' ability to demonstrate an understanding of the issues influencing health and fitness behaviours and the implications of



		Work based poster campaign 2500 Words	60%	<p>such behaviours. Student must also display knowledge of the skills and qualities needed by a health promotion specialist.</p> <p>Work based poster campaign: marks will be awarded for subject knowledge, quality and presentation of produced materials, breadth and depth of coverage, insight, critical analysis correct referencing, range and use of supportive reading, synthesis, clarity of expression.</p>
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<b>Updated by:</b> Laura Summers <b>Date:</b> 30/08/2021	<b>Approved by:</b> Martin Oliver <b>Date:</b> 04/09/2021
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<b>MODULE CODE:</b> WEYM2015	<b>MODULE TITLE:</b> Research Methods & Professional Skills
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095
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<b>PRE-REQUISITES:</b> Successful Completion of WEYM1016	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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#### **SHORT MODULE DESCRIPTOR:**

To introduce the students to the range of methods which can be used to carry out research and to understand how to select and justify one or more methods for a particular topic. This will enable the student to become more confident, evaluative reader of research and give them tools to carry out research themselves subsequently. Students will also continuously reflect on their work based learning placement and develop the skills required to be reflective practitioners.

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

<b>COURSEWORK</b>	
<b>C1</b>	100%

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: FdSc Sport; Coaching, Health and Fitness

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

- To introduce the students to the range of methods which can be used to carry out research and to understand how to select and justify one or more methods for a particular topic.
- This will enable the student to become a confident, evaluative reader of research and give them tools to carry out research themselves subsequently.
- Students will also explore issues in the fields of work based learning and continuing professional development.

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

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

- Identify a range of research methods and techniques
- Compare and contrast the advantages and disadvantages of the research approaches identified.
- Evaluate, select and use appropriate sources of information on a selected topic.
- Collate and analyse primary data.
- Demonstrate competence in a range of professional skills appropriate to a specific employment sector.
- Sustain and evaluate learning achieved during an appropriate work placement.

<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER: Kelly Allan</b>	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

**The identification of a range of research methods and techniques appropriate to work settings to include:**

- Introduction to action research and its application
- Case study approaches to research
- Consideration of appropriateness of small scale and large scale research and qualitative and quantitative methods to investigate the research topic chosen.
- Use of both primary and secondary information sources - paper and electronic-based
- Methods of analysing and presenting data in a format appropriate to the content and audience.
- Methods to assess objectivity, validity, reliability, relevance and currency of data and research.

**Design and appropriateness of tools appropriate for research in work settings including:**

- Questionnaires
- Interviews
- Observation
- Surveys
- Review of documents
- Testing and the use of experimental research
- The use of literature reviews to establish the existing state of knowledge in the area of research.

**Awareness of ethical issues related to research methodology including:**

- Confidentiality – sharing information appropriately
- Informed consent
- Protection from harm
- Protection of rights
- Data protection – handling and storing information

**Knowledge of the stages of the research process including:**

- Undertaking & analysis of a topic
- Formulation of an hypothesis
- Collection, presentation and analysis of data
- Review and evaluation
- Production of a research report

**Personal Development Planning and Professional Skills:**

- Professional Skills & Personal Qualities
- Continuing Professional Development and Personal Development Planning
- Reflective Writing.
- Workplace Diary/Log book.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report, presentation and work based reflective journal/log book
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Written Report	60%	A report which selects a suitable work related research topic. The report compares, contrasts and justifies the selection of particular research methods for this topic, supported by academic references, to meet all the learning outcomes.
		Reflective Journal/Log Book	40%	Workplace reflective journal/log of activities undertaken and skills specified as required for the employment sector – documenting 200 work based learning hours (100 hours in each year).

<b>Updated by:</b> Kelly Allan Date: 30/08/2021	<b>Approved by:</b> Martin Oliver Date: 09/09/2021
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<b>MODULE CODE:</b> WEYM2016	<b>MODULE TITLE:</b> Sports & Activity Provision for Special Populations
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

The needs and requirements of particular client groups are considered, and students will produce assessments which focus on chosen groups. Tuition will address facilities, equipment, activity modification and exercise plans for groups such as children, the elderly and people with learning difficulties. The module provides opportunities to regularly engage with special population groups.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
COURSEWORK		PRACTICE	
<b>C1</b>	60%	<b>P1</b>	40%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> FdSc Sport; Coaching, Health and Fitness
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<b>Professional body minimum pass mark requirement:</b> N/A
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**MODULE AIMS:**

- Develop students' awareness of the differing needs of particular client groups.
- Ensure students are aware of differing environmental, equipment and personal needs
- To give learners both a theoretical and practical understanding of the key issues surrounding special groups.
- Allow students to actively plan and implement activity sessions for special groups.
- Develop an awareness of the suitability of various activities for particular client groups

**ASSESSED LEARNING OUTCOMES:**

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

- Recognise how health and fitness plays an important part in improving the health and fitness of different populations
- Examine the key organisational agencies and their role in promoting equity within special populations
- Discuss the factors influencing participation and provision of health and fitness for special populations
- Develop and apply exercise plans and session plans according to the needs of particular groups and individuals

<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER:</b> Laura Summers	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Examine the importance of health and fitness for special populations.
- Integration of adaptive and inclusive practices.
- Government health targets.
- Health and fitness considerations within various special populations.
- Factors influencing participation and provision.
- GP referrals.
- Assist in the delivery of a health and fitness session for individuals with a variety of special needs.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	36	24 x 1.5 hour lectures
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Practical Activity Sessions	9	6 x 1.5 hour session
Guided independent Learning	147.5	Includes preparation for essay and practical activity session
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Essay	100%	Essay - Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Practical Activity session	100%	Marks will be awarded for planning, delivery, leadership qualities, suitability of prescription, accuracy in diagnosis of need, insight, critical analysis, range of supportive reading, judgement, synthesis, and presentation.

<b>Updated by:</b> Laura Summers Date: 30/08/2021	<b>Approved by:</b> Martin Oliver Date: 09/09/2021
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<b>MODULE CODE:</b> WEYM2017		<b>MODULE TITLE:</b> Management Skills for the Health and Fitness Industry	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095 & 100078
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module enables students to gain the management skills necessary to function effectively within the health and fitness industry, including an overview of the many tasks that are expected of a manager. Students will develop some of the management skills learnt by exploring specifically the role of marketing and business planning as a Health and Fitness Manager. This includes delivering the skills and underpinning knowledge to prepare a marketing strategy/business plan for a health or fitness venture.			
<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
COURSEWORK			
C1	100%		
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: FdSc Sport; Coaching, Health and Fitness			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• This module enables students to explore the wide range of management roles, responsibilities and skills necessary to function effectively within the health and fitness industry.</li><li>• This includes an overview of the many tasks that are expected of a manager including human resource management, administrative/procedural responsibilities and physical resource management.</li><li>• The module enables students to develop skills learnt by exploring specifically the role of marketing and business planning as a Health and Fitness Manager.</li><li>• This includes delivering the skills and underpinning knowledge to prepare a marketing strategy/business plan for a health or fitness venture.</li></ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>• Demonstrate an understanding of the styles, roles and skills of managers including the importance of leadership in the management process;</li><li>• Assess and evaluate human resource needs;</li><li>• Demonstrate an understanding of the administrative and process led responsibilities of management;</li><li>• Review the management of physical resources.</li><li>• Outline the management role &amp; skills required for strategic/business planning and project management</li><li>• Describe the terminology and tools required for marketing in the health and fitness industry</li><li>• Develop the skills necessary to produce a marketing/business strategy for a health/fitness organisation</li></ul>			

<b>DATE OF APPROVAL:</b> JANUARY 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year



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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE: 108</b>
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<b>MODULE LEADER:</b> Michelle Bell	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Management/ leadership styles: autocratic, democratic, laissez-faire, empowerment (similarities & differences between);
- Summary of management roles and skills: planning, organising, monitoring, controlling, co-ordinating, delegating, morale, motivation, leadership, interpersonal skills, communicating, working relationships, team building, time management;
- Human resource management: factors affecting performance such as differing personalities & behaviours, motivation and leadership, staff appraisal, performance targets;
- Administrative / process led responsibilities: report writing /policies & procedures / task setting / introduction to budgeting & project planning;
- Physical resource management: selection and acquisition, care and maintenance.
- Business planning: researching an idea, setting up;
- Marketing: strategic and tactical, market mix, audit, SWOT, PEST;
- Consumer behaviour;
- Business definition: mission and objectives, targeting and positioning, strategy formulation;
- Business promotion: links to marketing, strategies.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and business plan
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Written Report	50%	2000 word report Gain an understanding of the styles, roles and skills of managers, including the importance of leadership in the management process;

		Business Plan	50%	<p>Assess and evaluate human resource needs;</p> <p>Gain an understanding of the administrative and process led responsibilities of management; Review the management of physical resources.</p> <p>2000 word business plan. Outline the management role &amp; skills required for strategic/business planning and project management. Describe the terminology and tools required for marketing in the health and fitness industry. Develop the skills necessary to produce a marketing/business strategy for a health/fitness organisation.</p>
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<b>Updated by:</b> Michelle Bell <b>Date:</b> 30/08/2021	<b>Approved by:</b> Martin Oliver <b>Date:</b> 09/09/2021
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<b>MODULE CODE:</b> WEYM2018		<b>MODULE TITLE:</b> Exercise, Nutrition and Lifestyle Management	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095 & 100433	
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes	
<b>SHORT MODULE DESCRIPTOR:</b> This module allows students to consider the importance of exercise and sports nutrition when working with particular client groups in the context of exercise strategies and lifestyle management.			
<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
WRITTEN EXAMINATION		COURSEWORK	
<b>E1</b> (Formally scheduled)	40%	<b>C1</b>	60%
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching, Health and Fitness			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>Introduce students to both the theory underpinning commonly used nutritional techniques and also gain the ability to apply the concept of dietary analysis;</li> <li>Equip coaches and athletes with the skills required to study and learn effective lifestyle management techniques and associated exercise strategies.</li> </ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> <li>Understand the function of major macronutrients and micronutrients in the context of sports activity and lifestyle;</li> <li>Understand principles and practice of dehydration / rehydration;</li> <li>Identify and outline the process of client consultation and lifestyle programme and design</li> <li>Identify and outline the important lifestyle choices that impact on the lifestyle of men and women.</li> <li>Understand the cause, effects and impact of eating disorders;</li> </ul>			
<b>DATE OF APPROVAL:</b> JANUARY 2013		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> SEPTEMBER 2013		<b>SCHOOL/PARTNER:</b> Weymouth College	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX		<b>TERM:</b> All Year	

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE: 108</b>
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<b>MODULE LEADER:</b> Martin Oliver	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Macronutrients (carbohydrates, proteins and lipids).
- Micronutrients (vitamins and minerals).
- Importance of water (dehydration / rehydration).
- Principle and calculation of energy balance.
- Dietary Analysis Methods.
- UK Dietary Reference Values.
- Measuring nutritional status.
- Eating disorders.
- Concept of a balanced diet.
- Factors impacting on lifestyle.
- Lifestyle needs analysis.
- Prevention in performance planning.
- Lifestyle intervention techniques.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation written exam and coursework
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E1	Examination	100%	(L.O 4 & 5 essay questions ) Effects of poor lifestyle choices on performance & cause, effect and impact of eating disorders on athletes.
Coursework	C1	Case study report	100%	(L.O 1,2,3,) marks awarded for identifying use and importance of macro, micro nutrients and hydration levels. Analysis and evaluation of client information. Justification and analysis of improvements made.

<b>Updated by:</b> Martin Oliver Date: 30/08/2021	<b>Approved by:</b> Jo Smark-Richards Date: 04/09/2021
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<b>MODULE CODE:</b> WEYM2019	<b>MODULE TITLE:</b> Psychology for Performance & Health
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095 & 100433
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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#### **SHORT MODULE DESCRIPTOR:**

This module provides opportunities for students to develop an understanding between exercise behaviour and psychological constructs. Students will enhance their knowledge of exercise adherence and its importance in enhancing mood, health and behaviour.

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

COURSEWORK	
<b>C1</b>	100%

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** FdSc Sport; Coaching, Health and Fitness

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

- This module aims to allow students to explore the importance of exercise as a support to mental health and well-being.
- The module allows students to explore the reasons for inactivity of the population but also methods to use to increase participation and adherence to exercise.
- This module also explores psychological factors that affect sport performance and techniques used to aid athletes in training and competition and methods used to increase the psychological advantage to athletes.

#### **ASSESSED LEARNING OUTCOMES:**

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

- Identify the key psychological factors that affect the performance of an athlete
- Assess relevant psychological support techniques used by athlete to devise strategies for both training and competition
- Develop an understanding of the relationship between exercise and psychological well being
- Appreciate the impact of regular exercise on enhancing mood health and behaviour to understand the problems associated with exercise adherence.
- Link prescriptive exercise programmes with medical intervention as an adjunct to the management and treatment of mental illness.
- Understand the complex nature of habitual inactivity and the problems faced by the fitness professional in increasing participation and adherence to physical activity programmes. Analyse findings from independent investigation about what motivates people to exercise and maintain an exercise habit

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<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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

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<b>ACADEMIC YEAR: 2021/22</b>	<b>NATIONAL COST CENTRE: 108</b>
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<b>MODULE LEADER:</b> Michelle Bell	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

- Determinants of physical activity: Participation motivation (Intrinsic /extrinsic factors, attributions, self-efficacy, competence), attitude to physical activity & attitude change, group cohesion, collective efficacy, self-concept / self-esteem, competence.
- Mood, affect and emotion.
- Exercise & mental health – Stress, anxiety, depression, sleep.
- Exercise addiction, eating disorders.
- Motivation.
- Exercise adherence / exercise promotion strategies.
- Psychology for sport performance; the effects of stress, anxiety and arousal
- Psychological techniques and interventions to aid sport performance.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written essay and practitioner based enquiry and report.
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Scientific Report Presentation	40%	Marks will be awarded for breadth and depth of coverage, correct referencing, coherent argument, range of supportive reading, clarity of expression.
		2000 word essay	60%	Marks will be awarded for interpretation, analysis of results, understanding & use of psychological theory with appropriate conclusions drawn

<b>Updated by:</b> Michelle Bell Date: 30/08/2021	<b>Approved by:</b> Martin Oliver Date: 09/09/2021
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<b>MODULE CODE:</b> WEYM2020	<b>MODULE TITLE:</b> Further Principles of Sports Coaching
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610 <b>HECOS</b> 100095
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<b>PRE-REQUISITES:</b> Successful Completion of WEYM1014	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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<p><b>SHORT MODULE DESCRIPTOR:</b> Students will develop their coaching expertise and will be required to apply principles to a higher degree of competence. Students will construct progressive coaching schemes, and will consider local, national and international contexts, as well as different coaching organisations and qualifications. This module is of particular importance to anyone aspiring to work in a coaching capacity, or take a coaching oriented progression route.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>	
COURSEWORK	
<b>C1</b>	100%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Sport; Coaching, Health and Fitness
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<b>Professional body minimum pass mark requirement:</b> N/A
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<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>• Apply coaching skills learned in WEYM1014, and develop these to a higher degree.</li> <li>• Plan and develop coaching sessions within a scheme of lessons, displaying connectivity and progression across a range of sports.</li> <li>• Develop an understanding of coaching organisations and their inter-relationships.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b></p> <p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify means by which progression can be optimised for individuals, giving consideration to ranges of abilities and ages.</li> <li>• Plan developmental and progressive coaching schemes.</li> <li>• Analyse local, regional, national and international perspectives in coaching organisations, qualifications and developments.</li> </ul>
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<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

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<b>MODULE LEADER: Andy Yates</b>	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content**

- Expertise of the coach across various sports and levels.
- Coaching systems, organisations and structures.
- Sports Coach UK – standards for deployment of sports coaches
- National Coaching Foundation and National Governing Bodies.
- Practical coaching days and schemes.
- Practical coaching sessions via Schemes of Work.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	27	18 x 1.5 hour lectures
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Practical Coaching Sessions	18	12 x 1.5 hour sessions
Guided independent Learning	147.5	Includes preparation for practical sessions and written essay
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Essay	40%	Essay: marks will be awarded for breadth and depth of coverage, correct referencing, coherent argument, range of supportive reading, clarity of expression.
		Planning, Implementation and Evaluation of Coaching Sessions.	60%	Practical coaching sessions: marks will be awarded for detail in planning & consideration of contingencies, suitability of session for client group, control of the client group, appropriate level of demand, detail & reflection in evaluation. Marks will also be awarded for linking & development of sessions.

<b>Updated by:</b> Andy Yates Date: 30/08/2021	<b>Approved by:</b> Martin Oliver Date: 09/09/2021
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