



**UNIVERSITY OF  
PLYMOUTH**

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24**

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## **FdSc Sport; Coaching, Health & Fitness**

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## Welcome and Introduction

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

The FdSc Sport; Coaching, Health and Fitness is designed to be the springboard to a professional career in the Sport, Leisure and Educational industry in a range of roles.

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 University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at Weymouth College.
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

## 1. Final award title

**FdSc Sport; Coaching, Health and Fitness**

**UCAS code C610**

**HECOS code 100095 Sport Coaching**

**2. Awarding Institution:** University of Plymouth

**Teaching institution(s):** Weymouth College

## 3. Accrediting body(ies)

N/A

## 4. Distinctive Features of the Programme and the Student Experience

The FdSc Sport; Coaching, Health and Fitness is designed to be the springboard to a professional career in the Sport, Leisure and Educational industry in a range of roles. It draws together the skills, knowledge, theory and practice required for the sport industry and is aimed at those who thrive working with people, want to work in the sector and wish to gain a relevant academic qualification. Students will develop a range of professional and vocational skills through a selection of modules designed to give students the skills to work within the sector.

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.

Additionally, students will be expected to undertake work-based learning within the sector, reflecting upon their existing and developing skills and qualities within their modules to fully enhance their personal learning journey.

The course incorporates a wide range of teaching methods including lectures, seminars, workshops, independent and group projects, e-learning and interactive activities. These methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Students will be encouraged to reflect upon their work-based learning.

Students will study a range of modules with the opportunity to develop areas of interest and specialism through a variety of assessments. Throughout the programme there is a combination of formative and summative assessments. Summative assessment is through a combination of written reports and essays, practical demonstration and instruction, poster presentations, reports, self-appraisals, oral presentations and written examinations.

The course provides an academically rigorous and vocationally relevant student experience. Students engage in work-based experiential learning at level 4 and 5 enabling them to explore potential career aspirations and build experience in the workplace. These opportunities aim to develop student's employability skills, applying course theory and practical skill development to day-to-day practice, and enable students to gain valuable experience in a work-based setting, gaining access to potential employers.

Group activities, practical coaching sessions, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience. The opportunity to develop real-life coaching and leadership experience within local schools is a key part of the programme.

A system of one-to-one tutorials with the Personal Tutor operates to provide pastoral and academic support. Students will also have regular feedback and individual support for assignments and preparation for employment.

The Programme specification and module descriptors give full details of the course content and structure, and define the learning outcomes for the Foundation Degree. The Foundation degree being two years of full-time study. The full-time programme will be based over 2 full days of timetabled delivery therefore allowing students to obtain substantial work-based learning experience either in an employed or voluntary capacity over the remaining 5 days.

The programme team have a wealth of experience working with students from all backgrounds and have also supported individuals with specific health conditions

(cerebral palsy, epilepsy). The team embrace the opportunities of supporting students with disabilities and provide the necessary expertise to help these students achieve successful outcomes on this FdSc Sport programme.

## 5. Relevant QAA Subject Benchmark Group(s)

Informed by subject benchmark for Events, Hospitality, Leisure, Sport and Tourism (2019) and the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies

## 6. Programme Structure

Level 4 (Year 1) F/T			
Module	Credits	Term/Semester	Core or Option Module
WEYM1068 HE Study Skills and Professional Development	20	Semester 1 & 2	Core
WEYM1069 Anatomy and Physiology	20	Semester 1 & 2	Core
WEYM1070 Introduction to Sports Coaching	20	Semester 1 & 2	Core
WEYM1071 Introduction to Personal Training	20	Semester 1 & 2	Core
WEYM1072 Development and Provision of Sport and Physical Activity	20	Semester 1	Core
WEYM1073 Health and Fitness Promotion	20	Semester 2	Core
Level 5 (Year 2) F/T			
Module	Credits	Term	Core or Option Module
WEYM2064 Management Skills for the Health and Fitness Industry	20	Semester 2	Core
WEYM2065 Research Methods and Professional Skills	20	Semester 1 & 2	Core
WEYM2066 Physical Activity for Special Populations	20	Semester 1 & 2	Core
WEYM2067 Physical Activity, Nutrition and Health	20	Semester 1 & 2	Core
WEYM2068 Psychology for Health and Sports Performance	20	Semester 1	Core
WEYM2069 Advanced Sports Coaching	20	Semester 1 & 2	Core

## 7. Programme Aims

1. Develop an understanding of the key principles that contribute to health, fitness and well-being.

2. Provide students with the essential skills to plan and conduct safe, effective coaching and training programmes for diverse population groups.
3. Develop analytical skills and facilitate a client centred approach to planning.
4. Empower students to take responsibility for their own personal learning and development, encouraging them to become reflective practitioners throughout their careers.
5. Provide a programme of study that is academically stimulating, challenging and relevant to students' vocational interests and career aspirations.
6. Develop the transferable skills and knowledge required for success in employment within the sector or for higher level learning.
7. Provide students with the opportunity to achieve additional professional fitness qualifications.

## **8. Programme Intended Learning Outcomes (PILOs)**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed:

1. Skills to competently utilise a range of academic abilities to a level consistent with that expected of higher education students.
2. Skills to describe and contextualise an understanding of the relevant principles of coaching, health and physical activity including their relevance in the context of today's society.
3. Skills to describe and evaluate the roles of a range of professionals relevant to the field of study, developing competencies in professional roles by engaging with local employers.
4. An understanding of the ability to critically analyse essential theories related to health and fitness, coaching and activity leadership, evaluating their implementation.
5. Skills to successfully implement coaching and activity sessions for a range of client groups.
6. An understanding of essential features of the relationship between fitness and health.
7. An ability to make evidence based informed decisions, linked to original research which is based on scientific evidence.

### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

1. Skills to evaluate concepts of established principles in Sports; Coaching and Health and Fitness, and the way in which those principles have developed within the workplace.
2. Skills to plan, conduct and report on a programme of independent research.
3. Reasoned arguments, justified conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence.
4. Skills to critically review the links between government policy and individual experience of sport with reference to structural elements relevant to physical activity and health promotion.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

1. Think critically and analytically to develop a coherent line of argument, orally and in writing, following academic conventions and be able to apply these in a variety of contexts.
2. Apply interpersonal communication skills to promote effective working with a range of service users and colleagues in a variety of contexts, including the ability to respond appropriately to equal opportunities and diversity issues in context.
3. Demonstrate competence in critical reflection, including the exercise of initiative and personal responsibility, to enhance personal and professional development and to support lifelong learning.
4. Utilise a variety of digital technologies to support and enhance learning.

### **8.4. Employment related skills**

On successful completion graduates should have developed:

1. The ability to communicate ideas in a variety of written and oral formats
2. Monitor, assess and evaluate the effects of sport and exercise interventions on health and well-being.
3. Develop the ability to work with others in the investigation of problems, and in the presentation of arguments and evidence
4. Develop the ability to set goals, plan a work programme and manage time effectively.
5. The necessary personal and practical skills associated with successful WBL within the sector to meet the requirements of professional standards.

### **8.5. Practical skills**

On successful completion graduates should have developed:

1. Skills and techniques developed from the programme of different pedagogical approaches used to support clients and individuals.
2. Skills to demonstrate the ability to employ information and digital technology to enhance communications in a variety of contexts.
3. Skills to apply knowledge and understanding of teamwork and the benefits of, and barriers to, effective inter-disciplinary and inter-agency work within the sport coaching, health and fitness sector.

## **9. Admissions Criteria, including APCL, APEL and Disability Service arrangements**

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



Applicants should normally be at least 18 years of age. Applications are welcomed from candidates with a subject-specific Level 3 course with a minimum of 80 UCAS points achieved. Applications from candidates without formal qualifications, but who have a minimum of two years' relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course will also be considered.

Students who have identified a supporting need will be contacted with details of support available.

Entry Requirements for FdSc Sport; Coaching, Health and Fitness	
A-level/AS-level	80 UCAS points from AS and A-Levels
BTEC National Diploma/QCF Extended Diploma	80 UCAS points typically MMP profile or above
Access to Higher Education at level 3	45 credits at level 3 Candidates will be interviewed before an offer is made.

#### **10. Non Standard Regulations**

**Not applicable**

#### **11. Transitional Arrangements for existing students looking to progress onto the programme**

Students on the FdSc Sport; Coaching, Health and Fitness award who commenced prior to September 2022, will only be permitted to transfer to this award if they interrupt or repeat their studies.

#### **Appendices**

**Programme Specification Mapping (UG) – core/elective modules**

**Work Based Learning Mapping**

**Appendix 1: (UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)**

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																		C o m p e n s a t i o n Y / N	Asses sment Eleme nt(s) weighti ngs E1 (exam) , E2 (clini cal exam), T1 (test), C1 (cours ework) , A1 (generi c asses sment), P1 (practi cal)						
	8.1 Knowledge understanding						8.2 Cognitive intellectual skills			8.3 Key transferable skills			8.4 Employment related skills					8.5 Practical skills								
								2	3	4		2		4	1	2	3	4	5	1	2	3				
<b>PILOs met at Level 4</b>																										
WEYM1068 HE Study Skills and Pro Dev								X	X									X	X	X				X	Y	C1 (100%)
WEYM1069 Anatomy and Physiology									X	X				X	X			X	X		X	X		Y	T1 (50%) ) C1 (50%) )	
WEYM1070 Introduction to Sports Coaching								X	X			X		X	X	X		X			X	X	X	Y	C1 (40%) ) P1	



																							(25%)	
WEYM2068 Psychology for Health and Sports Performance								X	X							X	X						Y	C1 (60%) T1 (40%)
WEYM2069 Advanced Sports Coaching								X	X	X		X		X	X	X	X		X	X	X	X	Y	C1 (40%) P1 (60%)

### Appendix 2 Work-Based Learning

WBL is an essential element of Foundation Degrees

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
WBL: Students will be required to complete a minimum of 200 hours' work-based learning (100 in year one and 100 in year two).	8.1.3, 8.1.7, 8.2.1, 8.3.2, 8.3.4, 8.4.1, 8.4.4, 8.4.5, 8.5.2, 8.5.3	WEYM1068: HE Study Skills and Professional Development (Year 1)  WEYM2065 Research Methods	ALO 1 and 3  ALO 4 and 5	Personal Development Plan outlining SWOT and Action Plan  Workplace reflective blog of activities undertaken and skills specified as required

<p>Guest speakers: Active Dorset, First Class Fitness, Gina Pestelle, CrossFit Weymouth.</p>	<p>8.1.3, 8.2.1, 8.3.2, 8.3.4, 8.4.1, 8.4.4, 8.4.5, 8.5.2, 8.5.3</p>	<p>and Professional Skills (Year 2)</p> <p>WEYM1071 Introduction to Personal Training</p> <p>WEYM2064 Managements Skills for the Health and Fitness Industry</p>	<p>ALO 1 and 2</p> <p>ALO 1</p>	<p>for the employment sector – documenting 200 work-based learning hours</p>
<p>Group work: Students will work as a group to deliver practical coaching sessions.</p>	<p>8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.2</p>	<p>WEYM1070 Introduction to Sports Coaching</p>	<p>ALO 3</p> <p>ALO 1 and 2</p>	<p>Practical Coaching Plans</p>
<p>Students will critically reflect upon their interactions and employment with feedback from professionals in a written evaluation.</p>	<p>8.1.1,8.1.2, 8.1.5, 8.1.6, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.2</p>	<p>WEYM2069 Advanced Sports Coaching</p>	<p>ALO 5</p>	<p>Practical Coaching Schemes</p>
<p>Students will critically reflect upon their interactions and employment with feedback from professionals in a written evaluation.</p>	<p>8.1.1, 8.1.3, 8.1.7, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.4, 8.4.5, 8.5.2</p>	<p>WEYM2065 Research Methods</p>	<p>ALO 1</p>	<p>Report and reflection on progression and development.</p>

<p>Employability skills: SWOT analysis and career action plan with comparison from beginning to end of year 1 (Knowledge, skills and qualities)</p>	<p>8.1.1, 8.1.2, 8.2.3, 8.3.3, 8.4.4, 8.4.5</p>	<p>and Professional Skills</p> <p>WEYM1068: HE Study Skills and Professional Development</p>		<p>SWOT and action plan</p>
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An explanation of this map:

The work-based learning element of the programme will allow students to experience how sport, coaching, health and fitness organisations operate and will provide students with an opportunity to share this experience. The work-based learning plays an important role within the Foundation Degree award structure, complementing the programme and allows students to put theory and their practical competencies learnt in the classroom to good use in a work environment. Students will be required to complete a minimum of 200 hours' work-based learning (100 in year one and 100 in year two) and this will be monitored during weekly tutorial sessions with the Personal Tutor. As evidence of work-based learning, students will be required to complete a 'Personal Development Plan (PDP) outlining SWOT and Action Plan showing a plan for personal progression during year 1 and a 'Reflective Journal' showing their achievements during their course. This will be linked to the following module for assessment in Year 1:

- WEYM1068 HE Study Skills & Professional Development (Year 1)

### **Management & Organisation of WBL**

The Personal Tutor will have responsibility for managing and delivering this important part of the programme during the above modules, tutorials and workshop sessions. Pre WBL planning and preparation will be delivered by the Personal Tutor providing students with support and guidance to aid the security of their placement this will include industry exploration, personal and professional self-assessment, WBL aims & objectives (specific to each student) preparation of CV's, letters of application, application and interview techniques etc. The Personal Tutor will also monitor each placement and will be the principle College contact for liaison with industry.

In line with standard College procedures (and in conjunction with University of Plymouth processes) the College will ensure appropriate Health and Safety procedures are put in place and monitored appropriate. The College has a Health and Safety Officer who in liaison with the Personal Tutor will carry out appropriate checks on each industry placement and will provide all appropriate information regarding roles and responsibilities to each student and each hosting industry.

As part of the induction process, each student will be made clear on the modes of assessment required for their work-based learning and will be provided with the skills and knowledge to prepare assignments which provide appropriate reflection and evaluation

### **Personal Development Planning**

Personal Development Planning will take place during weekly tutorial sessions and learners will be required to continuously reflect on their work-related experiences as part of all round continuous professional development. Learners will consider the range of learning opportunities and forms of learning support.

As a critical part of the tutorial programme, students will learn to:

- Examine the processes and stages involved in professional induction and professional development within a variety of work-based learning contexts.
- Understand and reflect on individual strengths and weaknesses, and as a result construct an appropriate development plan for continuous evaluation and professional achievement.
- Identify and outline competencies in a number of professional skills that are appropriate to a specific employment sector.

# Module Records

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM1068

**CREDITS:** 20

**PRE-REQUISITES:** No

**MODULE TITLE:** HE Study Skills & Professional Development

**FHEQ LEVEL:** 4

**CO-REQUISITES:** None

**HECOS CODE(S):** 101090 Study Skills

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

Introduction to and development of study skills to ensure academic standards. Students will be required to develop planning, reading, writing, communicative and IT abilities. They will continuously reflect on work-based learning and develop the skills required to be reflective practitioners. This module gives students the opportunity to develop the required skills needed to ensure success in higher-level study.

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

<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health and Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Develop the study skills which will ensure success at higher education level study and the academic confidence to enable students to maximise learning opportunities.
- Explore issues in the fields of work-based learning and continuing professional development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Reflect on individual strengths and weaknesses and, as a result, construct an appropriate personal development plan for continuous evaluation and professional achievement.	8.1.1, 8.1.2, 8.2.3, 8.3.3, 8.4.4, 8.4.5 8.1.7



2. Demonstrate methods and techniques for effective study.	8.1.1, 8.2.2, 8.3.1, 8.4.3, 8.1.7
3. Evaluate reflective practice skills and the integration of workplace learning.	8.1.1, 8.3.3, 8.4.5, 8.5.3
4. Interpret and self-evaluate effective study skills through achieving the summative assignment.	8.1.1, 8.2.3, 8.1.7

<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Michelle Bell**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **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 notetaking.
- 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.
- Reflecting on work related experience.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	1000 word report (LO 2 and 4)	50%
	Personal Development Plan outlining SWOT and Action Plan (LO 1 and 3)	50%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1-4 )	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Michelle Bell Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> WEYM1069	<b>MODULE TITLE:</b> Anatomy and Physiology	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE(S):</b> 100433 Sport & Exercise Science
<b>PRE-REQUISITES:</b> No	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

### SHORT MODULE DESCRIPTOR:

This module informs students of how the body functions in sport and exercise conditions by focusing on the physiological aspects of performance. Students will explore the anatomy and physiology of the musculoskeletal, cardiovascular and respiratory systems. They will also learn about how the body functions as an integrated system.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>T1</b> (Test)	50%	<b>C1</b> (Coursework)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health and Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Enable students to develop a vital understanding of how movement is produced, the systems at work and how they work together to create athletic movement.
- Enable students to demonstrate knowledge of both the structure of the human body and understand its function.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Outline the major physiological systems of the human body and how regular exercise/training can impact upon these.	8.1.1, 8.1.4, 8.1.6, 8.1.7, 8.2.4, 8.3.1, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.5.1
2. Describe the function and structure of the skeleton, muscles, nerves and connective tissue.	8.1.1, 8.1.2, 8.2.3, 8.3.1, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.5.1
3. Analyse the structure and function of the skeletal, muscular and cardio-respiratory systems.	8.1.1, 8.1.2, 8.1.7, 8.2.3, 8.3.1, 8.3.3, 8.3.4, 8.4.1, 8.5.1

4. Discuss how the human body functions as an integrated system.	8.1.1, 8.1.2, 8.1.6, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Martin Oliver**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Anatomical terminology
- Structure and function of the skeletal system
- Types of movement
- Functions of muscles and muscle types
- Neuromuscular system and exercise
- Structure of the heart and the surrounding anatomy
- Vasculature system
- Cardiovascular dynamics
- The respiratory system and its function.
- Lung volumes.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Test	Seen test – short answer and extended questions (LO 2 and 3)	100%

Coursework	Report (LO 1 and 4)	100%
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#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO 2 and 3)	100%
Coursework	Essay (LO 1 and 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Martin Oliver Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM1070

**MODULE TITLE:** Introduction to Sports Coaching

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S):**100095 Sports Coaching

**PRE-REQUISITES:** No

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

Students will apply theoretical principles of coaching to practical situations in a range of sports. They will gain experience in planning, implementing and evaluating sessions. Considerations in providing for a range of ages and abilities will be central. The principles studied and abilities gained in this module are useful for the completion of level 5 modules Physical Activity for Special Populations and Advanced Sports Coaching.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Develop practical coaching expertise by allowing students to apply theories of coaching via a variety of activities.
- Encourage students to develop an analytical approach to the delivery of coaching sessions both individually and as part of a scheme.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate an understanding of the key roles of the coach.	8.1.1, 8.1.2, 8.1.5, 8.1.7, 8.2.1, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2. Differentiate between different coaching styles and strategies.	8.1.1, 8.1.2, 8.1.7, 8.1.3, 8.2.3, 8.3.3, 8.3.4, 8.4.1, 8.5.1, 8.5.3
3. Effectively plan and implement coaching sessions across a range of sports.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.2
4. Analyse and evaluate sports coaching sessions.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.5.2



<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Andrew Yates**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Organise and implement coaching sessions.
- Identify prevention and treatment of injuries.
- Demonstrate practical coaching experience.
- Evaluate coaching sessions.
- Demonstrate varied coaching strategies.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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 Session	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>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1 and 2)	100%
Practical	Coaching Sessions: Planning Delivery Self-Reflection Report (LO 3 and 4)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (LO 1 and 2)	100%
Coursework (in lieu of original assessment)	Essay (LO 3 and 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew Yates Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM1071

**MODULE TITLE:** Introduction to Personal Training

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S):** 100098 Sports Studies

**PRE-REQUISITES:** No

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

Within this module, students will develop their knowledge and understanding to become competent in planning, delivering and evaluating exercise and fitness sessions to adults, in an unsupervised situation. This module, delivered at Level 4, aligns with the Industry recognised certificate in Level 2 Gym Instruction, which further enhances employability.

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

<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Explore the key skills that contribute to effective leadership and fitness instruction with an emphasis placed upon reflective practice.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Review and analyse the role of an effective practitioner in the health and fitness industry.	8.1.1, 8.1.2, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.1
2. Demonstrate a clear understanding of the key principles contributing to successful exercise sessions and professional practice.	8.1.1, 8.1.2, 8.1.3, 8.2.4, 8.3.1, 8.5.1
3. Prepare and carry out an initial consultation with a client. Plan and deliver a safe and effective gym based exercise session demonstrating effective customer care.	8.1.2, 8.1.3, 8.1.5, 8.1.6, 8.2.1, 8.2.2, 8.3.2, 8.4.2, 8.4.4, 8.4.5, 8.5.2, 8.5.3
	8.1.1, 8.1.2, 8.3.3

4. Reflect and provide critical analysis on their own professional performance in relation to an exemplary practitioner.	
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Laura Summers**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### Summary of Module Content

- Analysis of the role of a fitness professional.
- Health screening process to assess clients' needs for health and fitness.
- Exercise session planning. Incorporating safety, organisational factors, and importance of warm up and cool down, supervision, organisation and control.
- Methods to motivating participants, principles of goal setting, feedback and evaluation.
- Methods to differentiate sessions for selected clientele.
- Importance of professional discussion to reflect and provide critical analysis of own performance.
- Energy systems and application to training and performance.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	31.5	21 x 1.5 hour lectures
Tutorial support	7.5	5 x1.5 hour sessions (advice sessions for study topic)
Practical	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>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	The role of a fitness professional – report (LO 1)	100%
Practical	Plan and deliver a consultation and exercise session to a client (LO 2/3/4)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1)	100%
Coursework (in lieu of original assessment)	Report (LO 2/3/4)	100%

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

**Updated by:** Laura Summers  
Date: 25/01/2022

**Approved by:**  
Date: XX/XX/XXXX

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

**MODULE CODE:** WEYM1072      **MODULE TITLE:** Development and Provision of Sport and Physical Activity  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE(S):** 100098 Sport Studies  
**PRE-REQUISITES:** No      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

This module considers the roles and functions of a range of sports and health organisations; how they interact and implement Government policy. Students will look into elite and grassroots level sport. They will develop an understanding of barriers that exist to participation in sport and physical activity and how they can potentially be reduced.

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

<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

**MODULE AIMS:**

- Provide the student with an in-depth knowledge and understanding of the sports development continuum in the UK as well as other countries.
- Identify the main bodies that influence the development and management of sport and focuses on the pathways and processes to develop sport.
- Gain an understanding of barriers that exist to sports participation as well as the crosscutting agendas.
- Investigate elite performance and the funding received and why.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Identify and explain how the wider cross cutting political issues impact on the sports development process from grass roots to elite performance;	8.1.1, 8.1.2, 8.1.6, 8.1.7, 8.2.3, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.5.3
2. Analyse the funding structure of elite sport.	8.1.1, 8.1.2, 8.1.7, 8.2.3, 8.3.4, 8.4.1, 8.4.2, 8.5.3
3. Discuss the impact of social/economic issues within sports development;	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.2.4, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.5.3
4. Explore the top level of sports development continuum.	8.1.1, 8.1.2, 8.2.3, 8.3.3, 8.4.1, 8.4.2, 8.5.3



5. Outline and analyse the barriers that prevent sport participation and development and the impact this has in a wider social/economic setting.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.2.4, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.5.3
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Kelly Allan**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Expertise of sport and politics.
- Social issues in contemporary sport.
- Barriers to participation.
- Sport development continuum.
- Professional bodies and organisations.
- Funding of sport.
- Cross cutting agendas within sports development.
- Target groups
- Investigate Elite sport from various different countries
- Institutions delivering appropriate levels of the sports development continuum.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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 and presentation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (LO 1/2/3/4)	100%
Practical	Presentation (LO 1/2/3/5)	100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1/2/3/4)	100%
Coursework (in lieu of the original assessment)	Report (LO 1/2/3/5)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Kelly Allan Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> WEYM1073	<b>MODULE TITLE:</b> Health and Fitness Promotion	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE(S):</b> 100098 Sport Studies
<b>PRE-REQUISITES:</b> No	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

### SHORT MODULE DESCRIPTOR:

This module develops 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. Students will devise a health promotion campaign, working collaboratively with local employers in the workplace.

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

<b>C1</b> (Coursework)	60%	<b>P1</b> (Practice)	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Provide students with an opportunity to examine contemporary issues and perspectives on health and fitness promotion in relation to the workplace.
- Identify the role of public and private sectors in health, fitness and sport for all.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Develop an understanding of the issues influencing our health and fitness behaviours and explain the implications of such behaviours within the workplace.	8.1.1, 8.1.2,8.1.3, 8.1.4, 8.1.6, 8.2.1,8.2.2,8.2.3,8.2.4, 8.3.1,8.4.1
2. Identify the skills needed by a health promotion specialist.	8.1.1, 8.1.2, 8.4.1
3. Identify and explain the government role in health and fitness promotion.	8.1.1,8.1.3,8.1.2, 8.2.3, 8.2.4, 8.4.1
4. Demonstrate an understanding of the local/national authority role in health and fitness promotion, physical activity and sports provision.	8.1.1,8.1.2,8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.3, 8.2.4, 8.3.1
	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.4, 8.4.3, 8.4.4, 8.4.5, 8.5.3

5. Develop and analyse the effectiveness of health and fitness promotion campaigns.	
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

## **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.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Laura Summers**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Concepts and determinants of health and fitness.
- Health and fitness promoters and their role.
- Interpersonal skills within health and fitness promotion.
- The development, role and influence of the World Health Organisation.
- The governments' contribution to health and fitness promotion.
- The local authorities' role in health and fitness provision.
- Workplace health promotion strategies.
- Workplace health and fitness social media promotion campaign.
- Health and fitness promotion campaigns.
- Exercise adherence and health behaviour models.
- The success/failure of behaviour change following the implementation of a workplace health and fitness promotion campaign.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	36	24x1.5 hour lecturers
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 coursework and practical session.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Health promotion campaign – report (LO 1/2)	100%
Presentation	Health Promotion in the Workplace Presentation (LO 3/4/5)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1/2)	100%
Coursework (in lieu of original assessment)	Report (LO 3/4/5)	100%

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

**Updated by:** Laura Summers  
Date: 25/01/2022

**Approved by:**  
Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> WEYM2064	<b>MODULE TITLE:</b> Management Skills for the Health and Fitness Industry	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE(S) :</b> 100097 Sports Management
<b>PRE-REQUISITES:</b> No	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

**SHORT MODULE DESCRIPTOR:**

This module enables students to gain an understanding and experience of the management skills necessary to function effectively within the health and fitness industry. Students will develop the theory of leadership and the process of event management. They will explore the role of marketing and business planning which will deliver the skills and knowledge to prepare a website for a new health and fitness venture.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>	
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<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

**MODULE AIMS:**

- Enable students to explore the wide range of management roles, responsibilities and skills necessary to function effectively within the health and fitness industry.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain and assess the styles, roles and skills of managers including the importance of leadership and planning in the management process.	8.1.3, 8.1.7, 8.2.3, 8.3.1
2. Demonstrate application of leadership and planning knowledge through the organisation and management of an event.	8.1.1, 8.3.2, 8.4.3
3. Compare and contrast the terminology and tools required for marketing in the health and fitness industry.	8.1.1, 8.1.7, 8.2.2, 8.2.3, 8.4.1



4. Develop the skills necessary to design and manage the production of a new business venture website.	8.1.3, 8.3.4, 8.4.4, 8.5.2
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2024	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Michelle Bell**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Investigate management/leadership styles: autocratic, democratic, laissez faire, empowerment (similarities and differences between).
- Explore summary of management roles and skills: planning, organising, monitoring, controlling, co-ordinating, delegating, morale, motivation, interpersonal skills, communicating, working relationships, team building and time management.
- Event management: planning, organising promotion, engagement of target market, marketing the event and assessing the outcome.
- Marketing: strategic and tactical, marketing mix, audit, SWOT and PESTLE analysis.
- Business definition: mission statement and objectives, targeting and positioning, strategy formulation.
- Business promotion: links to marketing, strategies.
- Designing and building a business website (with IT support from the college).

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lectures
Tutorial Support	7.5	5 x 1.5 hour sessions (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>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Planning and managing an event (LO 1/2)	50%
	Build a business website (LO 3/4)	50%
		100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay – (LO 1/2/3/4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Michelle Bell Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM2065

**MODULE TITLE:** Research Methods & Professional Skills

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) :** 100962 Research Skills & 100098 Sports Studies

**PRE-REQUISITES:** No

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

Introduction to a range of methods used to carry out research and how to select and justify one or more methods for a particular topic. Enable the student to become a more confident, evaluative reader of research with the tools to carry out research themselves. Students will continuously reflect on their work-based learning placement and develop the skills required to be reflective practitioners.

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

<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Critically understand a range of methods used to carry out research in order to select and justify one or more methods for a particular topic.
- Develop the confidence to be an evaluative reader of research, giving students the tools to execute their own research.
- Demonstrate the ability to explore issues in the fields of work-based learning and continuing professional development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically analyse and use a range of research methods and techniques	8.1.1, 8.1.3, 8.1.7, 8.2.2, 8.3.1, 8.4.1, 8.4.3
2. Evaluate, select and use appropriate sources of information on a selected topic.	8.1.1, 8.1.3, 8.1.7, 8.2.2, 8.3.1, 8.4.1, 8.4.3
3. Collate and analyse primary data.	8.1.1, 8.1.3, 8.2.2, 8.3.1, 8.4.1, 8.4.3
4. Demonstrate competence in a range of professional skills appropriate to a specific employment sector.	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.4, 8.4.5, 8.5.2

5. Reflect and evaluate learning achieved during an appropriate work placement.	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.4, 8.4.5, 8.5.2
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2024	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Kelly Allan**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **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
- 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 used for research in work settings including quantitative and qualitative research, 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, informed consent, protection from harm and rights and data protection.
- Knowledge of the stages of the research process including undertaking & analysis of a topic, formulation of a hypothesis, collection, presentation and analysis of data, review and evaluation, and production of a research report.
- Personal Development Planning including professional skills & personal qualities.
- Reflective writing using a 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 (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lectures
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>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Reflective blog and reflective essay (LO 4/5)	100%
Practical	Poster Presentation (LO 1/2/3)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Reflective Essay (LO 4/5)	100%
Coursework (in lieu of the original assessment)	Report (LO 1/2/3)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Kelly Allan Date: 25/01/2022	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> WEYM2066	<b>MODULE TITLE:</b> Physical Activity for Special Populations	<b>HECOS CODE(S):</b> 100098 Sports Studies 100433 Sport and Exercise Sciences
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	
<b>PRE-REQUISITES:</b> No	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

### SHORT MODULE DESCRIPTOR:

This module allows students to consider the needs of particular client groups in the context of sports, physical activity provision, and exercise prescription. Students will explore varying special populations and practical assessment allows students to widen their coaching skills and the importance of inclusive participation.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Develop an understanding of the differing needs of particular client groups.
- Demonstrate awareness of differing environmental, equipment and personal needs
- Develop theoretical and practical understanding of the key issues surrounding special groups.
- Demonstrate the ability to actively plan and implement activity sessions for special groups.
- Demonstrate an awareness of the suitability of various activities for particular client groups.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Recognise how health and fitness plays an important part in improving the health and fitness of differing special populations	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.6
2. Examine the key organisational agencies, their role and the implementation of initiatives in promoting equity within special populations	8.2.1, 8.2.3, 8.2.4, 8.4.1, 8.4.2, 8.4.5



3. Discuss the factors influencing barriers to participation and provision of health and fitness for special populations	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1,8.2.3, 8.2.4, 8.3.1, 8.4.1
4. Develop and apply activity session plans according to the needs of particular groups and individuals.	8.1.5, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.51, 8.5.2, 8.5.3, 8.3.2

<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Laura Summers**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Examine the importance of health and fitness for special populations (children, elderly, pre and postnatal, physical or mental disabilities).
- Integration of adaptive and inclusive practices
- Government health targets
- Health and fitness considerations within various special populations
- Factors influencing participation and provision
- GP referrals
- Plan and lead in the delivery of a health and fitness session for individuals with a variety of special needs

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	36	24x1.5 hour lecturers
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 coursework and practical session.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	2000 word Report (LO 1/2/3)	100%
Practical	Session plan, practical delivery and evaluation (professional discussion) (LO 4)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1/2/3)	100%
Coursework (in lieu of original assessment)	Case Study (LO 4)	100%

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

**Updated by: Laura Summers**

Date: 25/01/2022

**Approved by:**

Date: XX/XX/XXXX

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

**MODULE CODE:** WEYM2067

**CREDITS:** 20

**PRE-REQUISITES:** No

**MODULE TITLE:** Physical Activity, Nutrition and Health

**FHEQ LEVEL:** 5

**CO-REQUISITES:** None

**HECOS CODE(S):** 100744 Dietetics & 101319 Exercise for Health

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

Students will consider the importance of physical activity and nutrition when working with client groups in the context of lifestyle enhancement strategies to develop health and wellbeing. Throughout the module, students will develop skills such as communication, interpretation and analysis which are crucial for gaining employment within the sport and fitness industry and developing academic competence.

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

<b>C1</b> (Coursework)	75%	<b>P1</b> (Practical)	25%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

**MODULE AIMS:**

- Enable students to develop the appropriate skills to be able to provide advice and guidance to different client groups to help improve their health, fitness and wellbeing.
- Demonstrate an understanding of how to design, implement and review strategies for lifestyle enhancement.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Examine the role of physical activity in the maintenance of a healthy lifestyle.	8.1.1, 8.1.2, 8.1.3, 8.1.6, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.3.4, 8.4.1, 8.4.5, 8.5.1, 8.5.2
2. Critically analyse the importance of nutrition in the context of sports activity and lifestyle.	8.1.1, 8.1.2, 8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2
3. Plan, design and implement lifestyle enhancement programmes for selected individuals.	8.1.1, 8.1.2, 8.1.6, 8.2.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.2
4. Evaluate lifestyle enhancement programmes for selected individuals.	8.1.1, 8.1.2, 8.1.3, 8.1.6, 8.2.2, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.2

<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Martin Oliver**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- Introduction to lifestyle factors and their importance
- Benefits of physical activity and recommended levels
- Lifestyle enhancement strategies – physical activity
- Principle and calculation of energy balance
- Energy intake and macronutrients
- Micronutrients: vitamins and minerals.
- Strategies and nutritional assessment.
- Hydration.
- Lifestyle needs analysis and intervention techniques.
- Communication and consultation skills
- Lifestyle enhancement programmes.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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 client consultation, preparation of lifestyle improvement plans for selected individuals
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (LO 2/3/4)	100%
Practical	Presentation (LO 1)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 2/3/4)	100%
Coursework (in lieu of the original assessment)	Report (LO 1)	100%

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

**Updated by:** Martin Oliver  
Date: 25/01/2022

**Approved by:**  
Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM2068  
**CREDITS:** 20

**MODULE TITLE:** Psychology for Health and Sports Performance  
**FHEQ LEVEL:** 5

**HECOS CODE(S):** 100433 Sport & Exercise Sciences & 100499 Sport and Exercise Psychology

**PRE-REQUISITES:** No

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

This module provides opportunities for students to develop an understanding of the increasing role of psychology within sport and physical activity. Students will enhance their knowledge of exercise adherence with a specific focus on barriers to exercise. Students will identify and assess the key psychological factors that affect the performance of an athlete, devising strategies and support techniques.

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

<b>C1</b> (Coursework)	60%	<b>T1</b> (Test)	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

### MODULE AIMS:

- Allow students to explore the importance of exercise/physical activity as a support to mental health and well-being.
- Enable exploration of the barriers to exercise and why these affect exercise engagement and adherence.
- Enable exploration of the psychological factors that affect sports performance and techniques used to aid athletes in training and competition.
- Analyse methods to increase the psychological advantage to athletes.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Examine the relationship between exercise and psychological well-being exploring the barriers to exercise/physical activity and how they affect adherence.	8.1.1, 8.1.2, 8.1.6, 8.1.7, 8.2.2, 8.3.1, 8.4.1

2. Devise and justify strategies to overcome significant barriers.	8.1.1, 8.2.1, 8.2.2, 8.4.2,
3. Identify the key psychological factors that affect the performance of an athlete.	8.1.1, 8.2.1, 8.2.3, 8.4.2
4. Apply psychological theory to understand elite performance.	8.1.1, 8.1.2, 8.1.4, 8.1.7, 8.3.1, 8.3.3
5. Critically analyse psychological interventions to improve training and competition.	8.1.1, 8.1.7, 8.4.1, 8.2.1, 8.2.3, 8.3.1, 8.4.2

<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1



## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Michelle Bell**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

- The relationship between exercise and psychological well being
- Determinants of physical activity: Participation motivation (Intrinsic /extrinsic factors, self-efficacy, leadership, self-esteem)
- Exercise adherence / exercise promotion strategies.
- Mood, affect and emotion.
- Exercise & mental health – Stress, anxiety, depression, sleep.
- Exercise addiction, eating disorders.
- Psychology for sport performance; the effects of stress, anxiety and arousal.
- Psychological techniques and interventions to aid sport performance.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</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	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Test	Controlled Assessment Prepared resources – 2 hours (LO 1/2)	100%
Coursework	2000 Word Report (LO 3/4/5)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (in lieu of the original assessment)	Report (LO 1/2)	100%
Coursework	Essay (LO 3/4/5)	100%

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

**Updated by:** Michelle Bell  
Date: 25/01/2022

**Approved by:**  
Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM2069  
**CREDITS:** 20

**MODULE TITLE:** Advanced Sports Coaching  
**FHEQ LEVEL:** 5

**HECOS CODE(S):** 100095 Sport Coaching

**PRE-REQUISITES:** No

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

Students will develop their coaching expertise to apply principles to a higher degree of competence. They will construct progressive coaching schemes to 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.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Sport; Coaching, Health & Fitness

**Professional body minimum pass mark requirement:** Not applicable

**MODULE AIMS:**

- Apply coaching skills learned in WEYM1070, and develop these to a higher degree.
- Plan and develop coaching sessions within a scheme of lessons, displaying connectivity and progression across a range of sports.
- Develop an understanding of coaching organisations and their inter-relationships.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Identify means by which progression can be optimised for individuals, giving consideration to ranges of abilities and ages.	8.1.1, 8.1.3, 8.1.6, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.4, 8.4.1, 8.4.5, 8.5.1, 8.5.2, 8.5.3
2. Plan developmental and progressive coaching schemes.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.2
3. Analyse local, regional, national and international perspectives in coaching	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.5, 8.5.3

organisations, qualifications and developments. 4. Analyse and evaluate sports coaching sessions.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.5.2, 8.5.3
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<b>DATE OF APPROVAL:</b> 05/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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.

**ACADEMIC YEAR: 2024/25**  
**MODULE LEADER: Andrew Yates**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF:**

### 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.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	27	18 x 1.5 hour lecturers
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>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Reflective piece of work (LO 1/2)	100%
Practical	Presentation (LO 3/4) Practical sessions, scheme of work and session plans (LO 3/4)	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay (LO 1/2)	100%
Coursework (in lieu of the original assessment)	Online Presentation – reflective piece of work (LO 3/4)	100%

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

**Updated by:** Andrew Yates  
Date: 25/01/2022

**Approved by:**  
Date: XX/XX/XXXX