

**FACULTY OF SPORT AND  
PHYSICAL EDUCATION**

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# Student Handbook 2024-2025

## FdSc Coaching & Fitness (HTQ)



This handbook is for general guidance only.  
Content may be subject to change.



University  
of Exeter

exeter college 

The logo for Exeter College is a blue, stylized shape that resembles a curved arrow or a wing, pointing upwards and to the right.

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## Welcome from your Programme Manager

Welcome to the Foundation Degree in FdSc Coaching & Fitness. The College is delighted that you have chosen to study with us. We are sure you are going to have a great time here and will get a great deal from the course.

This handbook designed specifically for the FdSc in Coaching and Fitness. In it you will find information about:

- Who will be teaching and providing support to you
- What you will be studying
- What particular opportunities are available for:
  - Work-based learning
  - Professional accreditation (if relevant)
  - The development of academic and employability skills
  - Progression onto further study – especially honours degree routes

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 Student Handbook contains important information including:

- Who will be teaching and providing support to you
- Details of your programme of study and assessment

## Higher Technical Qualifications

There are currently huge skills gaps in many vital areas of the economy, meaning employers need people with technical skills more than ever. Higher Technical Qualifications, or HTQs, are technical qualifications in England at level 4 and 5 that have been quality marked by the Institute for Apprenticeships & Technical Education (IfATE) to indicate their alignment to employer-led occupational standards. Look for the quality mark



This course has been developed in collaboration with employers, and is mapped to the Knowledge, Skills, and Behaviours (KSB's) of the following Occupational Standard to offer the right training and skills for workplace success.

This course is mapped to the Occupational Standard for Sports Coach (High Performance Coach and Community Coach). Full details of the standard and the additional KSB's you will gain through your programme can be found on the IfATE website.

[Sports coach / Institute for Apprenticeships and Technical Education](#)

Sport coaches aim to provide meaningful and high-quality learning, development, and performance experiences. They support the achievement of medals in talent, national and international competition, enrich performance in local competitions, increase participation, raise educational standards, enhance wellbeing, and drive social change. Sport coaches can influence national wellness to reduce burden on the National Health Service.

**HIGH PERFORMANCE SPORT COACHES:** develop athletes and players in high-performance settings, including those on talent or development pathways, national or international programmes, professional or podium environments.

**COMMUNITY SPORT COACHES:** motivate and engage people of all ages and abilities in community sports and physical activity settings. Community sport includes local authority, charity and national governing body of sport community initiatives or clubs.

## 2. Who's Who in Your Programme Team

The following table identifies the key staff who will be involved in the delivery of your programme. You will be introduced to these staff during your induction process; however, it is helpful to have their contact details to hand should you have any queries, prior to enrolment or in the early weeks of your programme. You can find full details of the Modules/Units that they deliver by referring to the Programme Specifications and Programme Quality Handbooks on the relevant course pages of the University Level section of the College website [www.exeter-coll.ac.uk](http://www.exeter-coll.ac.uk)

Member of Staff	Office Location	Email	Modules/Units Taught or other Programme Roles
Programme Lead  Jon Hill	Exwick Sports Pavilion Ennerdale Way Exwick Exeter EX4 2BQ 01392 400500	<a href="mailto:jonhill@exe-coll.ac.uk">jonhill@exe-coll.ac.uk</a>	Module Leader <ul style="list-style-type: none"> <li>• EXE1011 Coaching &amp; Teaching Practice</li> <li>• EXE1012 Coach &amp; Sports Development</li> <li>• EXE1013 Foundations in Sports Psychology</li> <li>• EXE1014 Principles of Coaching, Teaching &amp; Instruction</li> <li>• EXE2015 Performance Coaching, Leadership and Management</li> <li>• EXE2014 Research Project</li> <li>• EXE2013 Work-Based Learning Placement</li> </ul>
Module Leader Dan Pulsford	As above	<a href="mailto:danpulsford@exe-coll.ac.uk">danpulsford@exe-coll.ac.uk</a>	Module Leader <ul style="list-style-type: none"> <li>• EXE1012 Coach &amp; Sports Development</li> <li>• EXE1016 Research Skills Across the Physical Activity Landscape</li> </ul>
Module Leader Ali Hill		<a href="mailto:alihill@exe-coll.ac.uk">alihill@exe-coll.ac.uk</a>	Module Leader <ul style="list-style-type: none"> <li>• EXE1015 Foundations in Strength &amp; Conditioning</li> <li>• EXE2016 Advances in Strength and Conditioning</li> <li>• EXE2011 Physiology of Sports Performance</li> <li>• EXE2012 Technique Analysis of Sports Performance</li> </ul>

The following provides an **indicative**, full time timetable, highlighting taught theory and practical sessions and opportunities for self-directed study:

### Semester One

Day/ Session Time	Module	Lecturer
Monday (Exwick Campus)		
12 noon	Principles of Coaching	Jon Hill
1.30pm	Principles of Coaching	Jon Hill
3.00pm	Tutorial	
Thursday		
10.45	Research Skills	Dan Pulsford
12.15	Research Skills	Dan Pulsford
1.45	Foundations in S&C	Ali Hill
3.15	Foundations in S&C	Ali Hill

### Semester Two

Day/ Session Time	Module	Lecturer
Monday (Exwick Campus)		
12 noon	Coaching and Teaching Practice	Jon Hill
1.30pm	Coaching and Teaching Practice	Jon Hill
3.00pm	Tutorial	
Thursday		
10.45	Sports Development	Dan Pulsford
12.15	Coach Development	Jon Hill
1.45	Sports Psychology	Jon Hill
3.15	Sports Psychology	Jon Hill

## FdSc CALENDAR 2024-25

<u>Semester 1- 12<sup>th</sup> Sept-27<sup>th</sup> Jan 2024</u> HE Enrolment	
Semester 1 Teaching starts	16 <sup>th</sup> September 2024
Reading Week / Autumn Half-term	28 <sup>th</sup> October – 1 <sup>st</sup> November 2024
Autumn term ends	Thu 19 <sup>th</sup> December 2024
Spring Term starts	Monday 6 <sup>th</sup> January 2025
<u>Semester 2- 20<sup>th</sup> Jan- 5<sup>th</sup> 22<sup>nd</sup> May 2025</u>	
Reading Week / Spring Half-term	17 <sup>th</sup> -21 <sup>st</sup> February 2025
Spring term ends	Thurs 3 <sup>rd</sup> April 2025
Summer term starts	Mon 21 <sup>st</sup> April 2025
Reading Week / Summer Half-term	26 <sup>th</sup> May-30 <sup>th</sup> May 2025
End of HE Academic Year	Friday 4 <sup>th</sup> July 2025
UoE-Exeter College Award Board- APAC Degree	W/C 7 <sup>th</sup> July 2025
Results sent out	tbc W/C 21 <sup>st</sup> July 2025
Graduation in Exeter Cathedral	October 2025

## **PROGRAMME SPECIFICATIONS**

<b>1</b>	<b>Programme Name</b>		
	FdSc Coaching and Fitness	<b>RQF Level:</b>	5

<b>2</b>	<b>Description of the Programme</b>
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### **Programme Outline**

The FdSc Coaching and Fitness programme enables you to develop your expertise in the fields of coaching, fitness, teaching and instruction, underpinned by an in depth understanding of learning processes, coach education, coach, and sports development strategies. The course offers a balance of intellectual and practical skills and the related opportunities to apply learning in the workplace. Indeed, the employability skills across the course are strong, and link to generic course content to provide a base of learning to prepare students for their final years of undergraduate study.

You will engage in the study and applied application of sports coaching, teaching and instruction, as well as wider aspects involved in coach and sports development to understand the participation landscape within which those fields operate. All areas are covered in core modules including the ever-expanding strength and conditioning industry.

A formalised placement will take place in unit CAFD53, but active involvement in the industry will also be required in unit CAFC56 where teaching/coaching observations will be necessary to complete the assessment procedures, and in CAFC55 where active engagement in the industry will be required to fulfil coaching hours for reflection. In all of the above-named units, students will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest. Dependant on the placement you may be required to complete a DBS check. If this is the case the college will be able to provide support and guidance on the process.

Our strong links with professional sports clubs (for example, Exeter City FC and Exeter Chiefs RFC), educational organisations (Ted Wragg Trust), and sports development organisations (such as Active Devon and Exeter College Sports Development), provide numerous opportunities for you to develop applied experience in a 'real world' context. In addition to this, the College has considerable 16-18 provision of sport related courses and associated enrichment programmes which provide opportunities for experience and to carry out coaching, teaching and instruction assessments.

The FdSc Coaching and Fitness programme offers improved access to Higher Education ensuring equality of opportunity and widening participation through an alternative entry route into Higher Education for both traditional entrants, including those who are already in employment.

The programme prepares you to work in a range of roles related to teaching, coaching, instruction, sports management, and sports development, as well as preparing its students for a range of final year study opportunities. The broad curriculum is a unique selling point and may appeal to those students still unsure of their chosen career pathway.

The programme is underpinned by current research, theoretical discourse, and professional practice. The programme is designed for you to become practically competent when working in your chosen field, and this relates to the vocational aspects of the course, and a wide range of opportunities to apply assessments to your chosen area of specialism. Staff are engaged with applied industry practice which not only opens up placement opportunities, but also ensures the relevance and 'current' nature of the course.

In order to ensure coherence, balance and integrity of the programme, a number of external reference points have been used including the relevant Quality Assurance Agency (QAA) Foundation Degree benchmark statements, QAA benchmark statements for 'Hospitality, Leisure, Sport and Tourism,' and the Skills Active Frameworks for Foundation Degrees which provide additional programme specific reference points. More specialised and specific reference points will also be used such as the CIMSPA Professional Standards Matrix. The programme has been approved by IfATE as a Higher technical Qualification (HTQ) and has been mapped to meet the requirements of the National Occupational Standard for Sports Coach pathways for High Performance Coach and Community Coach.



## **Integrating Sustainability into the Curriculum**

The aim is to empower you to become more rounded individuals with high employability skills. This is implemented through adherence to the broad term of sustainability e.g. respecting human rights, equality, social and economic justice, cultural diversity, both within and through sport. Examples in a coaching and teaching context may

come through differentiation, studying special population groups, planning for, and evaluating coaching, teaching and instructional sessions and in a wide range of group work.

The programme team works alongside other university wide agendas such as employability and student engagement to embed these concepts and work closely with the Higher Education Office to ensure these aspects are embedded and practiced. Indeed, our programme team will reduce our impact on the green environment, through the use of e- learning, e-submission, and e-books. The programme team is responsible for embedding sustainability into the curriculum.

### **Distinctive Features**

The FdSc Coaching and Fitness programme brings together a broad range of disciplines including coaching, teaching, instruction, and sports development. Its generic content is in fact its main distinctive feature, whilst also allowing for flexibility in assessment opportunities to allow you to follow a particular specialism. An example here would be the choice of sport or physical activity to lead a coaching session on. This may be in a school (teaching) context, or a coaching context (participation v performance sport) and can also be differentiated by age group.

A wide variety of assessment methods are used including essays, presentations, in course tests, assessed coaching practical's, case studies, professional portfolios and independent study leading to a research project.

The course is predominantly an applied practical course with considerable opportunity to gain vocational experience. You will experience a range of practical application of the subject knowledge in applied contexts. As mentioned above this can include sports participation and the coaching and teaching of both participation and performance levels, peers and both primary and secondary school children.

The opportunity to choose a specialism with your work-based learning placement allows for a more focussed experience and should improve employability skills. This falls in line with our partners (for example, Exeter Chiefs RFC, Exeter City FC Community Trust, Ted Wragg Trust, Active Devon, Exeter College Sports Development Manager and Exeter College Sports Academy). Indeed, opportunities to tailor assessments towards your own individual experiences and specialisms gives a much wider choice regarding the way assessment is directed. An example would be in coach and sports development and also in the coaching and instruction units where a choice of sport coaching delivery is discussed and agreed. This could range from a strength and conditioning and instructional-based session to an individual sport or team sport.

There is also choice in the selection of research project. This could be focused in and around your work-based learning placement, your job, your sporting specialism, and be coaching, teaching, instructional or even coach or sport development-based.

Students who achieve a final degree grade average of 60%+ will be eligible to progress on to year 2 of the BSc (Hons) Sports Science at the University of Exeter.

### 3 Educational Aims of the Programme

#### Programme Aims

The programme aims to foster a culture of continued personal and professional reflection and development to support career development planning. It has been designed to develop academic and professional skills required for the generic areas of coaching, teaching, and instruction across a range of employment settings. The successful completion of the programme will give the graduate the skills necessary to work within their chosen sports sector (non QTS) and provide opportunities to continue in education to gain an undergraduate degree (BSc or BA) and help prepare for postgraduate study (MSc, PGCE etc).

#### General Aims:

- Develop students' critical thought, intellectual reasoning, and practical competence for application to diverse settings.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.

#### Specific Programme Aims:

- To enable students to acquire a solid and broad foundation in their knowledge, understanding and practical experience of the underlying concepts, theories and principles of sports coaching, sports science, instruction and teaching, as well as sports and coach development.
- To allow students to develop their intellectual and practical skills in applied aspects of sports coaching, sport science, teaching and fitness-based instruction, as well as sports and coach development.
- To provide an active, independent, and reflective learning environment related to sports coaching, sports sciences, teaching and fitness-based instruction (to include strength and conditioning).
- To prepare students for employment, and to enhance employability by providing students with a range of skills and attributes relevant to the sector and by providing work-based learning opportunities.
- To identify and respond to the changes in coaching and sport sciences on a national, regional, local, and international level, where appropriate.
- To develop transferrable and student research skills to enable and provide them with opportunities to further their studies upon completion of the course (and thrive).

### 4 Programme Structure

The FdSc Coaching and Fitness is a 2-year Full-time programme of study at Regulated Qualifications Framework (RQF) level 5 (as confirmed against the FHEQ). This programme is divided into 2 stages. Each stage is normally equivalent to an academic year.

#### Exit Awards

If you do not complete the programme, you may be able to exit with a lower qualification. If you have achieved 120 credits, you may be awarded a Certificate of Higher Education in Coaching and Fitness

The following tables describe the programme and constituent modules. Constituent modules may be updated, deleted, or replaced as a consequence of the annual review of this programme. Details of the modules currently offered may be obtained from the Faculty website:

[Coaching and Fitness FdSc \(HTQ\) \(exe-coll.ac.uk\)](http://exe-coll.ac.uk)

**Stage 1: 120 credits of compulsory modules.**

Code	Title	Credits	Compulsory	Condonable
EXE1011	Coaching and Teaching Practice	20	Y	Y
EXE1012	Coach and Sports Development	20	Y	Y
EXE1013	Psychology of Sports Performance	20	Y	Y
EXE1014	Principles of Coaching, Teaching, and Instruction	20	Y	Y
EXE1015	Foundations of Strength and Conditioning	20	Y	Y
EXE1016	Research Skills in the Physical Activity Landscape	20	Y	Y

**Stage 2: 120 credits of compulsory modules.**

Code	Title	Credits	Compulsory	Condonable
EXE2011	Physiology of Sports Performance	20	Y	Y
EXE2012	Technique Analysis of Sports Performance	20	Y	Y
EXE2013	Work Based Learning Placement	20	Y	Y
EXE2014	Research Project	20	Y	Y
EXE2015	Performance Coaching, Leadership and Management	20	Y	Y
EXE2016	Advances in Strength and Conditioning	20	Y	Y

6 Programme Outcomes Linked to Teaching, Learning and Assessment Methods		
<p><b>On successfully completing the programme you will be able to:</b></p>	<p>Intended Learning Outcomes (ILOs) will be accommodated and facilitated by the following learning and teaching and evidenced by the following assessment methods:</p>	
<p><b>A Specialised Subject Skills and Knowledge</b></p> <ol style="list-style-type: none"> <li>1. A detailed understanding of the concepts, theories, and scientific principles associated and related to sports coaching, teaching and instruction.</li> <li>2. An understanding of the moral, ethical, educational, and legal issues which underpin professional practice in sports coaching, teaching and instruction.</li> <li>3. An ability to plan, deliver and evaluate coaching and teaching practice related to course delivery, assessment, placement experiences and others where applicable.</li> <li>4. An ability to apply and interpret the findings of research related to the generic fields of coaching and sport science, including business management skills where appropriate.</li> <li>5. An understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research, and professional contexts their understanding of coaching and fitness through both academic and professional reflective practice.</li> <li>6. Safe and effective field-based practice in coaching and fitness-based practices, across a range of participant groups and with relevant risk assessments undertaken.</li> <li>7. An ability to demonstrate technical proficiency across a range of practical contexts.</li> <li>8. An ability to undertake relevant and appropriate needs analysis to inform the design of, and delivery of coaching sessions.</li> </ol>	<p><b>Learning and Teaching activities (in/out of class)</b></p> <p>Lectures Tutorials – Group and 1:1 Guest Speakers Directed independent study and research Educational Visits Practical Coaching Sessions Case studies</p>	<p><b>Assessment Methods</b></p> <p>Student knowledge and understanding is assessed by means of:</p> <p>Essays (inc. digital) Reflective portfolio Presentations Practical assessments Examinations</p> <p>Extensive formative feedback is provided to students through a range of additional assessment activities such as:</p> <p>Progress logs (digital) Online tasks/assessments Peer discussions/presentations Recorded coaching sessions with live feedback Peer Feedback on Coaching Sessions Formative employer feedback as part of WBL Placement</p>

<p><b>B Academic Discipline Core skills and Knowledge</b></p> <ol style="list-style-type: none"> <li>1. The ability to assess and evaluate evidence to develop reasoned and informed argument.</li> <li>2. The ability to describe, analyse and interpret data using a variety of appropriate techniques.</li> <li>3. The ability to use and interpret knowledge and information to solve problems in theoretical and practical contexts.</li> <li>4. The ability to research and evaluate theories, principles and concepts in coaching and fitness with increasing confidence.</li> </ol>	<p><b>Learning and Teaching activities (in/out of class)</b>  In addition to standard lectures and tutorials the following will facilitate these skills:</p> <p>Class discussions  Industry visits/speakers  Seminars  Case studies  Academic workshops  Industry Placements</p>
<ol style="list-style-type: none"> <li>5. The ability to apply existing theories, concepts, and techniques to solve new problems for example, in sessions and in case studies.</li> <li>6. The ability to reflect on practice and experience, and to be able to apply these skills for future professional development.</li> <li>7. Competence in the ability to communicate ideas and concepts, and to disseminate good practice.</li> </ol>	<p><b>Assessment Methods</b></p> <p>These skills will be assessed through formative and summative assessments as follows:</p> <p>Self-evaluation/reflection in logs  Peer evaluation in discussions  Presentations and observation records  Written, Audio and Video feedback on written elements e.g.  Essays  Reports  Examinations</p>

<p><b>C Personal/ Transferable/Employment Skills and Knowledge</b></p> <p>To support employability, this programme is mapped to, and meets the Knowledge Skills and Behaviours of the National Occupational Standard for Sports Coach, specifically for the routes of High-Performance Coach and Community Sports Coach. Full details on the NOS can be found here <a href="#">Sports coach / Institute for Apprenticeships and Technical Education</a></p>	<p><b>Learning and Teaching activities (in/out of class)</b></p> <p>Lectures Tutorials – Group and 1:1 Research activities Group work Presentations Projects Industry engagement Careers/Internship Fairs</p>
<ol style="list-style-type: none"> <li>1. An ability to reflect and evaluate personal strengths and weaknesses, with particular reference to coaching, teaching and instructional methods related to the sporting environment.</li> <li>2. An ability to communicate effectively in a variety of forms reflective of the sporting environment.</li> <li>3. An ability to select and manage information using appropriate ICT to include (but not specific to) the internet, word processing, spreadsheets and statistics, video analysis and software packages, in accordance with assessment.</li> <li>4. The ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise manner.</li> <li>5. An ability to communicate, select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis, and problem solving.</li> </ol>	<p><b>Assessment Methods</b></p> <p>Effective communication of ideas is an important criterion in assessing all areas of a learner's work within the programme.</p> <p>Students are encouraged to recognise that their learning extends beyond their formally assessed work.</p> <p>Regular feedback and activities, both digital and physical, will provide formative assessment on student progress and skills development, as well as written work.</p> <p>During the Programme assessment methods will include those found within the End Point Assessment (EPA) for the Sports Coach to meet with HTQ requirements. This includes.</p> <ul style="list-style-type: none"> <li>• Work-based Project and presentation with questioning</li> <li>• Coaching session plan and practical observation with questioning</li> <li>• Portfolio (with possible professional discussion)</li> </ul>

<b>7</b>	<b>Programme Regulations</b>
<p>Full details of assessment regulations for all taught programmes can be found in the <a href="#">TQA Manual</a>, specifically in the <a href="#">Credit and Qualifications Framework</a>, and the <a href="#">Assessment, Progression and Awarding: Taught Programmes Handbook</a>.</p>	
<p>Additional information, including <a href="#">Generic Marking Criteria</a>, can be found in the <a href="#">Learning and Teaching Support Handbook</a>.</p>	

## 8 Faculty Support for Students and Students' Learning

It is University policy that all Colleges should have in place a system of academic and personal tutors. The role of academic tutors is to support you on individual modules; the role of personal tutors is to provide you with advice and support for the duration of the programme and extends to providing you with details of how to obtain support and guidance on personal difficulties such as accommodation, financial difficulties, and sickness. You can also make an appointment to see individual teaching staff.

You will have a personal tutor and will have a regular timetabled tutorial session each week for the duration of the programme.

The Digital and Data Centre/Institute of Technology is a purpose-built facility for adult and HE students at the Hele Road Campus. There are dedicated classrooms and HE study space as well as food outlets and social space. Academic and wellbeing support is available from a dedicated team located on the ground floor of the building.

In addition, Victoria House is a dedicated building in the city centre catering for Business, IT, Sports, and Leisure programmes offered by Exeter College. There is a food outlet onsite and a course specific Learning Resource Centre, including a dedicated HE study area, stocking a range of subject specialist books and Journals as well as providing open access IT. Exwick Sports Hub is a specialist HE Facility that boasts HE Specific classrooms, lab equipment, a 3G rubber crumb facility and tennis courts. Later in 2023 we are also due to have a rugby specific 4G facility on Flowerpot Fields with additional classrooms, labs, analysis suites and physio/sports therapy suites to help support our Foundation Degree Programme and our learners.

All course related materials such as lesson slides, handouts, assignment briefs as well as course handbooks, assessment regulations and relevant forms are available on the College Moodle site for your programme.

The teaching team uses an array of online platforms to support your learning, e.g. Teams, OneNote, Microsoft Forms

It is extremely important that all books are returned to the University by the due date. Students who have outstanding books or library fines will be viewed as debtors and will not be permitted to graduate.

## 9 University Support for Students and Students' Learning

Please refer to the University Academic Policy and Standards [guidelines](#) regarding support for students and students' learning.

Your registration with the University of Exeter entitles you to use the University library and withdraw books for study.

Library opening hours: Main Building

Stocker Road, Exeter EX4 4PT Tel.

(01392) 263867

Monday to Friday 9.00am – 10.00pm (9.00am – 8.30pm issue time) Saturday

9.00am – 5.00pm

Sunday Reference library only (2.00pm – 6.00pm)

## 10 Admission Criteria

Undergraduate applicants must satisfy the [Undergraduate Admissions Policy](#) of the University of Exeter.

Postgraduate applicants must satisfy the [Postgraduate Admissions Policy](#) of the University of Exeter.

Specific requirements required to enrol on this programme are available at the respective [Undergraduate](#) or [Postgraduate](#) Study Site webpages.

All standard entry candidates must hold a relevant full level 3 qualification with a UCAS tariff of 64 points to gain entry onto the Foundation Degree, as well as GCSE Maths and English at Grade C/4 or above. Mature candidates will be required to attend an interview for admission.

<b>11</b>	<b>Regulation of Assessment and Academic Standards</b>
<p>Each academic programme in the University is subject to an agreed <a href="#">Faculty</a> assessment and marking strategy, underpinned by institution-wide assessment procedures.</p> <p>The security of assessment and academic standards is further supported through the appointment of External Examiners for each programme. External Examiners have access to draft papers, course work and examination scripts. They are required to attend the Board of Examiners and to provide an annual report. Annual External Examiner reports are monitored at both <a href="#">Faculty</a> and University level. Their responsibilities are described in the University's code of practice. See the <a href="#">University's TQA Manual</a> for details.</p>	

<b>12</b>	<b>Indicators of Quality and Standards</b>
<p>Certain programmes are subject to accreditation and/or review by professional and statutory regulatory bodies (PSRBs).</p> <p>This programme has been approved as a Higher Technical Qualification (HTQ) by The Institute for Apprenticeships and Technical Education (IfATE) against the Occupational Standard for Sports Coach (High Performance and Community Coach).</p>	

<b>13</b>	<b>Methods for Evaluating and Improving Quality and Standards</b>
<p>The University and its constituent <a href="#">Faculties</a> review the quality and standard of teaching and learning in all taught programmes against a range of criteria through the procedures outlined in the Teaching Quality Assurance (TQA) Manual <a href="#">Quality Review Framework</a>.</p> <p>Programmes are reviewed annually through University Annual Monitoring Process, including external examiner contributions, and incorporate student feedback mechanisms at both modular and programme level reported formally through the universities annual monitoring and reporting cycle.</p> <p>In addition to the above, there is a thorough Internal Moderation process in place, which we share with the External Examiner, and this is often commented upon as a key strength of the programme in the EE Report. Our grades awarded are commented upon as accurate and fair.</p> <p>There is a course representative in each year group, and as part of the tutorial scheme, feedback is shared with the course representative, who will then report back at cross college student rep meetings.</p>	

<b>14</b>	<b>Awarding Institution</b>	e.g. University of Exeter		
<b>15</b>	<b>Lead <a href="#">Faculty</a>/Teaching Institution</b>	Exeter College		
<b>16</b>	<b>Partner Faculty/Faculties/Institution</b>	Exeter College		
<b>17</b>	<b>Programme accredited/validated by</b>	IfATE		
<b>18</b>	<b>Final Award(s)</b>	<b>FdSc</b>		
<b>19</b>	<b>UCAS Code (UG programmes)</b>	C600		
<b>20</b>	<b>RQF Level of Final Award(s):</b>	NQF level 5 (See <a href="#">CQF</a> , Chapters 2 and 9)		
<b>21</b>	<b>Credit (CATS and ECTS)</b>	<b>120</b>		
<b>22</b>	<b>QAA Subject Benchmarking Group (UG and PGT programmes)</b>	Events, Hospitality, Leisure, Sport, and Tourism (2016)  Provide the relevant <a href="#">QAA Subject Benchmark Statement(s)</a>		
<b>23</b>	<b>Origin Date:</b>	15/06/23	<b>Last Date of Revision:</b>	



## University of Exeter Information – Key Information For Getting Started

The University of Exeter is the validator of the FdSc Coaching and Fitness. The University is responsible for monitoring academic standards on the course and student welfare. An academic liaison (A.L) is appointed by the University to carry out these functions. Our academic liaison is Dr Matthew Campbell. The A.L visits the college regularly and attends two course committee meetings each year. Student representatives will be invited to meet Dr Matthew Campbell on these occasions to feedback student comment on the course provision.

**Activate your University I.T Account** before this programme starts to ensure you are able to access the University's online systems such as [ELE \(Virtual Learning Environment\)](#), [Library](#), [SRS \(Student Record System\)](#), [iExeter](#)

### **Complete online registration To be completed by Exeter College.**

Once you have received your offer from Exeter College and accepted it, you will be sent an email from the University of Exeter which you need to complete in order to activate your IT account and enrol as a University of Exeter student.

### **Register for your Student UniCard**

Once you have activated your IT account and enrolled, you will be able to apply for your University card. Once you have applied, you will be issued your University card usually during your first on campus session. Your Student Card is to be used as your ID throughout your studies. Please make sure that you carry it with you at ALL times when you are on campus as it is used to access the library, online resources, and access to some buildings. If you lose your card, please contact the **Student Information Desk (SID)**: email: or call 0300 555 0444.

For any general queries about University study, e.g. IT account password, lost property, printing, please contact the **Student Information Desk (SID)**: email: [sid@exeter.ac.uk](mailto:sid@exeter.ac.uk) or call 0300 555 0444. If you are having IT issues, please first check with your employer to establish if their firewall, etc. is responsible then contact the SID desk.

### **Student ID number**

Your Student ID number (9 digit number) can be found on your Student Unicaard. It can also be found on all official University communications such as your Admissions Welcome email. Please make note of this number.

### **Student Candidate number**

Your candidate number is assigned by the University on an academic year basis and can be found on the [SRS \(Student Record System\)](#) which can also be accessed via [iExeter](#) This number is utilised primarily when sitting exams. Please check for your new number at the beginning of each year.

### **Pre-arrival Library Guide**

The University Library is based in the Forum. The [Pre-arrival Library Guide](#) provides a brief introduction to library services and how they can help you during your time at the University. This includes an introduction to the range of academic resources and how you can access materials and specialist support for your subject area.

Further details, including opening hours and access to online resources can be found here: <http://as.exeter.ac.uk/library/>

## **Library Induction** <https://libguides.exeter.ac.uk/libraryinduction>

Your registration with the University of Exeter entitles you to use the University library, withdraw books for study and have full use of online resources. Access to the library is through the Forum at the centre of the University's Streatham Campus, Main Building, Stocker Road, Exeter EX4 4PT It is advisable to complete the Library's [Induction](#) before you begin your studies, but you will be able to access this induction at any point during the programme.

## **Introductory Tour**

You will be invited to the University of Exeter campus for an introductory Tour where you will have the opportunity to join the Student Guild and participate in a wide range of societies and clubs.

## **University of Exeter Campus Map and Virtual Tour**

[https://www.exeter.ac.uk/media/universityofexeter/webteam/shared/pdfs/maps/Streatham\\_CampusMap\\_A3.pdf](https://www.exeter.ac.uk/media/universityofexeter/webteam/shared/pdfs/maps/Streatham_CampusMap_A3.pdf)[https://virtualltourcompany.co.uk/exeter\\_university/](https://virtualltourcompany.co.uk/exeter_university/)

## **Studying at Degree Level**

*Study Zone – university support to upskill to degree level writing.*

<https://www.exeter.ac.uk/students/studyzone/>

*Study Zone Digital*

<https://universityofexeteruk.sharepoint.com/sites/StudyZone>

*Forum Study Zone*

<https://www.exeter.ac.uk/students/studyzone/aboutstudyzone/drop-ins/-1appointments/#tab3>

**Teaching Quality Assurance Manual (TQA)**<https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/>

## Important Things To Do:

- Read your Student Handbook. Follow each module using our online resources on Teams, OneNote (ClassNotebook), Moodle, and Sharepoint.
- Attend Induction and do everything you can to understand how things work – this will make your life easier once your programme starts.
- Attend lectures, you will benefit, particularly if you reflect afterwards on what was said, what you understand and what you did not understand.
- Even if you are given lecture handouts, you will find taking your own notes helpful to your concentration.
- Attend and participate fully in your reviews with your skills officer and line manager to check your progress and discuss opportunities to continue to develop.
- Make the most of training opportunities within your organisation.
- Time manage your workload and submission research and planning.
- Know where to hand in coursework using Turnitin on Moodle.
- Submit coursework on time with full referencing.
- Ensure you understand the 'Extenuating/ Mitigating Circumstances' procedure should you need it. Speak to the HE Department for any queries: [HEOffice@exe-coll.ac.uk](mailto:HEOffice@exe-coll.ac.uk)
- Ask for help if you feel you need it. Speak to your skills officer about academic support.
- Mental health and counselling services are available at Greystone House, at Hele Road or speak with the HE Disability Advisor for further assistance. [Adult Learners \(sharepoint.com\)](#)
- Find a peer or group to share ideas and work collaboratively with and discuss Data Science.
- Find out more about the bibliographical referencing system you need to use and how much referencing is expected in each piece of work at this level. Speak to your tutor <https://libguides.exeter.ac.uk/referencing>
- Do use reading lists and add to them.

## Helping You Succeed

Do not suffer in silence! Remember support is available to you throughout your apprenticeship from Exeter College and your employer:

- Talk to your skills officer, lecturer or contact your programme manager.
- There are many sources of [support and help](#) available at the University.
- Whether you are experiencing illness, injury, depression, anxiety, disability, financial difficulties, emotional trauma, or anything else, there is always someone who can help.
- Please first discuss with your skills officer or lecturer and they will assist you with the mitigation process.

For guidance and advice on how to apply for [mitigation](#) using the online form, please visit the university's [Welfare webpage](#). To apply for mitigation, you need to complete [the form](#) on the college's welfare web page which contains useful information about our welfare policies and procedures, as well as full guidance on the mitigation process. Be sure to read the guidance carefully before submitting a form.

It is useful to also email the Programme Manager for information or support on this process, but requests will only be considered when the online form is completed and supported by evidence, such as a doctor's note.

By submitting an application for mitigation, you are **agreeing** that the decision made by the committee is **final** and should your application be successful, you must abide by the recommended outcome (either a deferral or extension). There will be no opportunity to change your mind and reject the committee's decision, at no point will you get the opportunity to review or reinstate any mark you have received for the current assessment, so think carefully about whether this is what you want.

**Deferrals:** A deferred assessment is when you take a second or later attempt at an assessment, but it is treated as your first attempt. Deferrals can be made for both coursework and exams. Read more information about [deferrals here](#).

**Extensions:** Please note that coursework extensions are granted for a maximum of one week unless further evidence is supplied. Please also be aware that if we do not receive your supporting evidence within 10 working days of the original assessment deadline, late submissions will be capped at the pass mark.

Supporting evidence must be provided no later than 10 working days of the assessment deadline. We aim to acknowledge all mitigation claims in a timely manner.

## KEY SKILLS—WHAT WILL I NEED?

As well as knowledge about your subject, all undergraduates need certain key skills. You may already have high levels of skill in some areas, but you need to consider how your skills meet the requirements of your degree programme.

### Things to think about

- You need to 'hit the ground running' in order to get the best results you can from your degree level studies. Swift acquisition of the necessary key skills will enable you to produce work of the required standard and help you to get good grades to count towards your final degree mark.
- Employers are expecting graduates to provide evidence of the skills they have acquired during their programme. Starting to think about this early should make collecting evidence of these skills easier. You might think about compiling a progress file or personal academic record. This will help you gather and keep supporting evidence for your accomplishments.
- Use the HE online Careers Centre accessed through Moodle to create your CV, understand your motivations, research industry and job or internship opportunities
- How well do you manage your time? With an hour to spare before your next lecture, do you choose a cup of coffee or a trip to the library? You will probably have fewer hours in class than before but need to use the rest of your time for independent study. You will also be expected to find more information for yourself. Lecturers will not give good marks to assessments that are just a reworking of material they have given you. Lectures are a starting point for study, not the complete work package.
- Use the HE careers adviser, Deborah Kearney, [deborahkearney@exe-coll.ac.uk](mailto:deborahkearney@exe-coll.ac.uk) and examine the appropriate support videos, articles, advice, and guidance. Further careers, internships and graduate schemes will be discussed in 1-2-1 and group sessions at UoE.
- Make an honest appraisal of your skills levels – grouped under broad headings:
  - communication
  - data skills
  - IT skills
  - improving one's own learning
  - working with others

**As an example of the type of initial appraisal you might make, score yourself from 1 (not confident) to 5 (very confident) for the following skills:**

<b>Communication:</b>					
Do I communicate clearly and concisely in writing?	1	2	3	4	5
Do I read efficiently and retain information from my reading?	1	2	3	4	5
Do I speak fluently one-to-one and in group situations?	1	2	3	4	5
Can I give a presentation using a range of audio-visual aids?	1	2	3	4	5
Can I cite my sources using Harvard Referencing?	1	2	3	4	5
<b>Information Technology</b>					
Am I confident in using technology?	1	2	3	4	5
Do I know the best IT application to use for the job in hand?	1	2	3	4	5
Can I use a number of computer applications, such as word, spreadsheets and e-mail ?	1	2	3	4	5
<b>Numeracy:</b>					
Do I know how best to collect numerical data?	1	2	3	4	5
Can I process data efficiently and do calculations accurately?	1	2	3	4	5
Can I analyse and interpret numerical data?	1	2	3	4	5
<b>Improving one's own learning</b>					
Do I manage my time efficiently?	1	2	3	4	5
Do I manage resources efficiently?	1	2	3	4	5
Do I plan, monitor, and assess my own work and wellbeing?	1	2	3	4	5
Can I use a range of texts, reports, and digital sources?	1	2	3	4	5
<b>Working with others:</b>					
Do I work well with others in a team?	1	2	3	4	5

- ✓ You should have an idea of areas that could be improved – try to focus initially on things that you can do something about. For instance, improving your team working skills is difficult to tackle on your own!
- ✓ Use some of the readily available material on key skills to improve your competence in certain areas – see below.
- ✓ Look at the information you have been given at induction; some important areas may have been covered then.
- ✓ Look at the marking criteria for assessments on your programme. These are in your programme handbook. Try to apply your work to these criteria. For instance, criteria for a good essay include factors such as evidence of supplementary reading, relevance to subject, clear structure, good style and grammar, correct referencing. You will need to achieve all of these for a good mark.
- ✓ Ask your tutor for advice, particularly if your first coursework does not get the grade that you expected, talking to the person who set the work is also recommended. A skills appraisal, like the one above, could be useful as a starting point for this discussion.

## Where to find out more about key skills

- Adair, J. (2009) *Effective time management: how to save time and spend it wisely*. London: Pan books.
- Cottrell, S. (2013) *Study skills handbook*. 4<sup>th</sup> edn. London: Palgrave.
- Cottrell, S. (2016) *Skills for success: the personal development planning handbook*. 3rd edn. London: Palgrave.
- Peck, J. and Coyle, M. (2012) *The student's guide to writing: spelling, punctuation, and grammar*. London: Palgrave.
- Van Emden, J. and Becker, L. (2010) *Presentation skills for students*. London: Palgrave.

<b>MODULE TITLE</b>	Coaching and Teaching Practice			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE1011	<b>MODULE CONVENOR</b>		Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>		9	6	
					<b>10</b>

### DESCRIPTION – summary of the module content (100 words)

This unit builds on the Principles of Coaching unit to help develop a coaching portfolio for reflection. This is used to carry out a SWOT Analysis to identify coaching strengths and work-ons and an opportunity to explore your own coaching philosophy. You will look at your own values and beliefs and what drives your practice and related concepts of coaching credibility and the coaching mirror. Who are you? What do you stand for? How does this drive your practice?

### MODULE AIMS – intentions of the module

The aim of this module is to allow you opportunities to develop your coaching experience through practical hands-on experience. You will lead a variety of sessions using different styles and trialling various feedback mechanisms. It is hoped that you will gain an appreciation as to the various factors that should aid the planning and performing phase and identify your own coaching strengths and work-ons. This module will allow you opportunities to be self-reflective and to enhance and understanding of your own coaching philosophy.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Plan, apply and evaluate a variety of coaching and teaching strategies and methods
- 2 Engage with the relevant underpinning theory regarding the coaching and teaching process

#### Discipline Specific Skills and Knowledge:

- 3 Understand and explain the current sports coaching and teaching landscape
- 4 Recognise the importance of planning, implementing, and evaluating personal coaching sessions

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Inspirational: leads by example, acts with integrity, builds trust, and demonstrates respect for others (Occupational Standard ST0770 B2)
- 6 Ethical: accepts responsibility and is committed to equality, diversity, human rights, and safe practice (Occupational Standard ST0770 B3)

### SYLLABUS PLAN – summary of the structure and academic content of the module

Planning, implementation and evaluation of sports coaching and teaching sessions with children and adults  
 Practical experience in a coaching and teaching environment  
 An understanding of participants' motivations, needs and development within coaching sessions.  
 Exploration of a range of teaching and coaching styles in practice e.g. Mosston and Ashworth's teaching spectrum



<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	40	Guided independent study	160	Placement/study abroad	See notes for guidance
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	6	Lectures; Lead Lectures on Coaching Philosophies and Coach Credibility.			
Scheduled Learning and Teaching activities	24	Practical Sessions; A variety of coaching sessions with guided reflection.			
Scheduled Learning and Teaching activities	10	Video Analysis sessions to identify strengths and work-ons of coaching practice to aid reflection and understanding.			
Guided Independent Study	160	Set reading, signposted activities and completing assessments.			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Peer Observations on sessions	10 mins	1,2,3,4,5,6	Microsoft Forms Feedback		
Lecturer and Video Feedback	15 mins	1,2,3,4,5,6	Voice Note, Annotated video analysis on formative assessment		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	50	Written exams		Practical exams	50
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Reflective Journal	50	2500 words	2,4,6	Written	
Practical Examination	50	30 mins	1,3,5	Written	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Reflective Journal	2500 words	2,4,6	Summer		
Practical Examination	Practical Examination	1,3,5	Summer		
<b>RE-ASSESSMENT NOTES</b> – Same weighting as original assessments					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Callcott, D., Miller, J., & Wilson-Gahan, S. (2015) *Health and Physical Education: Preparing Educators for the Future* (2nd ed.). Cambridge Press.
- Cassidy, T. Jones, R & Potrac, P (2023) *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice* (4th ed.) Routledge.
- Lyle, J., & Cushion, C. (2017) *Sport coaching concepts: A framework for coaching practice*. London: Routledge, Taylor et Francis Group.
- Martens, R. & Vealey, R. (2023) *Successful coaching* (5th ed.) IL: Human Kinetics.
- McMorris, T. (2015) *Acquisition and Performance for Sports Skills* (2nd ed). UK:Wiley
- Nash, C. (2022) *Practical sports coaching* (2nd ed.). London: Routledge.
- Nelson, L. Groom, R & Potrac, P. (2016) *Learning in Sport Coaching: Theory and Application* London:Routledge
- Robinson, P.E. (2015) *Foundations of Sports Coaching*. London, Routledge.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.sportscoachuk.org](http://www.sportscoachuk.org)
- [www.uk sport.gov.uk](http://www.uk sport.gov.uk)
- [www.bases.org.uk](http://www.bases.org.uk)
- [www.sportengland.org](http://www.sportengland.org)
- [www.workforce.or](http://www.workforce.or)

g.uk Other resources:

- British Journal of Physical Education
- Coaching Edge (Sports Coach UK)
- International Journal of Sports Science and Coaching
- International Sports Coaching Journal
- Journal of Sports Science
- Sports Coaching Review

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	N/A		
<b>CO-REQUISITE MODULES</b>	N/A		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	12/06/20	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Coaching, Training, Sports Education, Coaching Theory and Methods, Coaching Philosophy, Reflective Practice, Critical Self-Reflection, Self Awareness, Coach Credibility		

<b>MODULE TITLE</b>	Coach and Sports Development			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE1012	<b>MODULE CONVENOR</b>		Dan Pulsford / Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	0	9	6	

### DESCRIPTION – summary of the module content (100 words)

Linked to Coaching and Teaching Practice, you will consider your own professional development pathways and coaching journey. How do you develop? What are the formal and informal coach development pathways available to you? What is your action plan moving forward and what support is available through NGB's, Mentoring, Observations etc.

You will also look at the broad concept of Sports Development and what is being done to drive participation levels in the UK. What role does Sport Development play and how is it funded. You will look to design a Sports Development Project with a clear rationale, USP's and an appreciation on delivery and assessment measures.

### MODULE AIMS – intentions of the module

The intentions of this module are to provide you with a better understanding of the coach development pathways available to you and to allow you to assess and review your own coaching SWOT analysis. This will allow you to create an action plan for improvement and access relevant support in your coaching journey.

As part of the module assessment, you are asked to observe higher level coaches and make observations based on good practice with a view to developing your own expertise and improving your employability.

You will also develop your knowledge and understanding of the concept of sports development and a variety of schemes and organisations in the UK who are involved in increasing physical activity participation. The aim is for you to appreciate the physical activity landscape and the general participation demographic. As part of the assessment process, you will formulate a clear rationale for a chosen sports development project.

**INTENDED LEARNING OUTCOMES (ILOs)** (see assessment section below for how ILOs will be assessed) On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

Identify and assess a variety of formal and informal coach development strategies

Develop a coaching philosophy and demonstrate an understanding and appraisal of the coaching process.

#### Discipline Specific Skills and Knowledge:

Evaluate a range of local and national sport development organisations and their strategies for increasing participation in physical activity.

Describe and explain the meanings and functions attributed to the process of coach and sports development

#### Personal and Key Transferable/ Employment Skills and Knowledge:

Enhance coaching competencies and inter-intra-personal skills through continued professional development and self-awareness skills training (Occupational Standard ST0770 S2)

Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands (Occupational Standard ST0770 B6)

## SYLLABUS PLAN – summary of the structure and academic content of the module

Coach development – background and definitions, methods and schemes Coach education bodies, courses, and qualifications  
 UK Coaching Certificate – role, structure and importance Use of mentoring and coaching for coaches  
 Coach credibility and its implications for effective coaching  
 Coaching for Long Term Athlete Development (LTAD)  
 Sports development meanings and functions, the local and national participation landscape, and organisations

### LEARNING AND TEACHING

#### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	56	Guided independent study	144	Placement/study abroad	0
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#### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching activities	30	Lectures; Lead Lectures on coach development and coaching career pathways and the functions of sport development.
Scheduled Learning and Teaching activities	10	Practical sessions; Observation variety of coaching sessions with guided reflection.
Scheduled Learning and Teaching activities	10	Seminars; Group and 1:1 discussions to reflect on coach development pathways
Scheduled Learning and Teaching activities	6	Guest lecturers; Lectures/guest talks from experienced and high-level coaches.
Guided Independent Study	144	Set reading, activities, and assessment work

### ASSESSMENT

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Case Studies of Coaching Observations	15 mins	1,2,5	Lecturer and peer feedback
Project Pitch	15 mins	3,4,6	Lecturer and Peer Feedback (Dragon's Den Format)

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	0	Practical exams	50
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Project	50	2500 words	3,4,6	Written Feedback	
Presentation	50	2500 words	1,2,5	Written Feedback	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Project	2500 words	3,4,6	Summer		
Presentation	2500 words	1,2,5	Summer		
<b>RE-ASSESSMENT NOTES – Same weighting as original assessments</b>					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Bloyce, D & Smith, A. (2019) *Sport Policy and Development: An Introduction*. London: Routledge.
- Houlihan, B. (2013) *Routledge Handbook of Sports Development*. London: Routledge.
- Hylton, K. & Bramham, P. (2013). *Sports Development: Policy, process, and practice*. London: Routledge (Chapet 6: Physical Education and School Sports)
- Kidman, L. and Hanrahan, S. (2011) *The Coaching Process* (3rd ed.) London and New York: Routledge
- Lyle, J, and Cushion, C (2010) *Sports Coaching: Professionalisation and Practice*. London: Elsevier Ltd
- Mackintosh, C. (2021). *Foundations of Sport Development*. Abingdon, Oxfordshire: Routledge.
- Martens, R. & Vealey, R.(2023) *Successful coaching* (5th ed.) IL: Human Kinetics.
- Purdy, L (2017) *Sports Coaching: The Basics*. Routledge.
- Robson, S (2013). *Strategic Sports Development*. Routledge
- Sherry, E., Schulenkorf, N., & Phillips, P. (2016) *Managing Sports Development*. London: Routledge.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.dfes.gov.uk](http://www.dfes.gov.uk)
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- [www.sportscoachuk.org](http://www.sportscoachuk.org)
- [www.sportdevelopment.org.uk](http://www.sportdevelopment.org.uk)
- [www.sportengland.org](http://www.sportengland.org)
- [www.activedevon.org](http://www.activedevon.org)

Other resources:

- European Journal of Physical Education (EJPE)
- Physical Education Matters
- Physical Education & Sport Pedagogy
- Sports Coaching Review
- Sport, Education and Society
- Sport in Society

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	12/06/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Coach Development, Sports Development, Mentoring, coaching pathways, National Governing Body, Sport England, UK Sport, Formal and Informal Coach Development, Coach Credibility, Critical Self-Reflection.		

<b>MODULE TITLE</b>	Foundations in Sports Psychology			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE1013	<b>MODULE CONVENOR</b>		Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	0	9	6	

### DESCRIPTION – summary of the module content (100 words)

What difference does mentality play between winning and losing? What qualities do world class sports performers possess and how can sports psychology be used to drive performance? You will consider personality and motivation and a range of mental skills practices that can be utilised to improve performance. You will look at how coaches can utilise psychology to aid the development of individuals and teams and the role of goal setting, feedback, and attribution in the motivational process.

### MODULE AIMS – intentions of the module

The intentions of this module are to provide you with an appreciation and understanding of how psychological skills play a part in sports performance, and how you, as a coach, can utilise many mental skills practices to help aid your performance and those that you coach as part of the coaching process.

Upon completion of this module, you should, as an aspiring coach, be able to apply specific coaching methods suited to specific personalities, and considering motivational states, as well as the role that the coach plays in creating a suitable environment.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Analyse and review ways in which motivational strategies affect sports performance
- 2 Identify and explain characteristics of successful group and team performance

#### Discipline Specific Skills and Knowledge:

- 3 Compare and contrast contemporary theories, concepts, and research findings in personality.
- 4 Evaluate the way in which cohesion can influence sporting behaviour.

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Profiling and enquiry methods designed to measure participant motives, behavioural norms, psychomotor skills, technical and tactical awareness in specific sport and physical activity contexts to enable process goals to be agreed (Occupational Standard ST0770 K29)
- 6 Profile athletes or players to measure bio-psycho-social attributes and inform whole person optimisation (Occupational Standard ST0770 19)

### SYLLABUS PLAN – summary of the structure and academic content of the module

The key characteristics of personality and its application to sport  
Theories of personality: state v trait  
Personality profiling and its limitations  
Types of motivation and its effect on participation  
Personality and motivation characteristics of successful performance  
Group and team processes in sport  
The role and characteristics of leadership and cohesion

<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	36	Guided independent study	164	Placement/study abroad	0
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	24	Lectures; theoretical aspects of sports psychology			
Scheduled Learning and Teaching activities	4	Seminar; Focussed Discussions around Personality, Motivation, Group Processes and Leadership			
Scheduled Learning and Teaching activities	4	Practicals: Group Processes Applied Practical Activities			
Scheduled Learning and Teaching activities	4	Workshop; Team Building			
Guided Independent Study	164	Set reading, activities, and assessment work			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Personality Profile Presentation	15 mins	1,3,5	Verbal		
Discussion groups / Targeted Questioning	15 mins	1,2,3,4,6	Verbal		
Case Study Sports Team Analysis	60 mins	2,4,5,6	Verbal		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	100	Written exams		Practical exams	
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Essay 1	50	2500 words	1,3,5,6	Written	
Essay 2	50	2500 words	2,4	Written	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Essay 1	2500 words	1,3,5,6	Summer		
Essay 2	2500 words	2,4	Summer		
<b>RE-ASSESSMENT NOTES</b> – Same weighting as original assessments					



## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Biddle, S. J. H., Mutrie, N. & Gorley, T. (2021) *Psychology of Physical Activity: Determinants, Well-being, and Interventions* (4th ed) London: Routledge.
- Cox, R.H. (2011) *Sport Psychology: Concepts and Applications* (7th ed.). Boston: McGraw-Hill.
- Horne, T & Smith, A. (2019) *Advances in Sport and Exercise Psychology* (4th ed.). IL: Human Kinetics.
- Karageorghis, C.I. and Terry, P.C. (2011) *Inside Sport Psychology*. IL: Human Kinetics.
- Tod, Thatcher, and Rahman (2010) *Sport Psychology*, Palgrave Publishing
- Weinberg, R.S. & Gould, D. (2018) *Foundations of Sport & Exercise Psychology*. (7th ed.) IL: Human Kinetics.
- Williams, J.& Krane, V. (2014) *Applied Sport Psychology: Personal Growth to Peak Performance*. McGraw Hill Education.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.athleticinsight.com](http://www.athleticinsight.com)
- [www.bases.org.uk](http://www.bases.org.uk)
- [www.bps.org.uk/spex/](http://www.bps.org.uk/spex/)
- [www.fepsac.com](http://www.fepsac.com)
- [www.mindtools.com](http://www.mindtools.com)
- [www.sportscoach-sci.com](http://www.sportscoach-sci.com)

Other resources:

- International Journal of Sport Psychology
- Journal of Applied Sport Psychology
- Journal of Sport and Exercise Psychology
- Journal of Sport Sciences
- Psychology of Sport and Exercise
- International Journal of Sport Psychology
- Sport Psychologist

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	N/A		
<b>CO-REQUISITE MODULES</b>	N/A		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Personality, Psychological Inventories, Profiling, Motivation, Confidence, Concentration, Commitment, Emotional Control, Cohesion, Group Productivity		

<b>MODULE TITLE</b>		Principles of Coaching, Teaching, and Instruction			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>		EXE1014		<b>MODULE CONVENOR</b>	Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>	<b>10</b>
	<b>WEEKS</b>	13	2	0		

### DESCRIPTION – summary of the module content (100 words)

In this module you will study the concepts of coaching, teaching and instruction and consider the relevance of particular styles to a variety of situations. You will compare and contrast the concepts and identify how the roles are evident in specific job roles. You will plan, perform, and evaluate your delivery across a wide range of styles and in a number of different sports with the aim of developing your coaching skills and experience. This is a practical heavy unit with a great opportunity to learn through ‘hands on experience.’

### MODULE AIMS – intentions of the module

The intentions of this module are to provide you with an understanding of the principles underpinning sports coaching and teaching delivery. You will gain an appreciation of a variety of delivery methods and an understanding of what style may work in different situations. The aim is for you to understand and apply different types of feedback mechanisms and to work across a wide variety of physical activities to widen your experience and to become more confident in employment settings in the future.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Identify and assess the latest innovations in coaching philosophy
- 2 Recognise the importance of planning, implementing, and evaluating personal coaching/teaching/instructing sessions

#### Discipline Specific Skills and Knowledge:

- 3 Demonstrate an understanding of the current sports coaching and teaching landscape
- 4 Plan, apply and evaluate a variety of coaching/instructing strategies and methods

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Advocate: acts as an ambassador for the organisation and sector both internally and externally (Occupational Standard ST0770 B1)
- 6 Inspirational: leads by example, acts with integrity, builds trust, and demonstrates respect for others (Occupational Standard ST0770 B2)

### SYLLABUS PLAN – summary of the structure and academic content of the module

Practical implications and principles of sports coaching, teaching, and instructing  
The planning, implementation and evaluation of sports coaching and instruction sessions with young people and adults  
The introduction to effective coaching and instructing strategies and methods  
Innovation in coaching and instruction  
An understanding of participants’ motivations, needs and development withing coaching and instructing sessions

## LEARNING AND TEACHING

### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	50	Guided independent study	150	Placement/study abroad	See notes for guidance
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### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching activities	20	Lectures; The Coaching Process
Scheduled Learning and Teaching activities	10	Coaching; Applied Coaching Practice
Scheduled Learning and Teaching activities	10	Teaching and instruction based on practical; Applied Teaching and Instructional Practice
Scheduled Learning and Teaching activities	10	Group work; Group delivery and reflection – Trial and Error on styles
Guided independent study	150	Research, Observation Tasks, Reflection

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coaching sessions	15 mins	1,2,3,4,5,6	Peer feedback via Microsoft Forms Lecturer verbal/audio note feedback
Video analysis	15 mins	1,2,3,4	Self-Analysis , group discussions, Lecturer feedback, case studies

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100	Written exams	Practical exams
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Essay	50	2500 words	1,3	Written
Personal Professional Plan	50	2500 words	2,4,5,6	Written

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Essay	2500 words	1,3	Summer
Personal Professional Plan	2500 words	2,4,5,6	Summer

### RE-ASSESSMENT NOTES – As per original assessment weightings

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Capel, S. Breckon, P. (2014) A Practical Guide to Teaching Physical Education in the Secondary School
- Capel. S. and Whitehead, M. (2015). Learning to teach Physical Education in the Secondary School: A companion to school experience. London: Routledge
- Cassidy, T. Jones, R & Potrac, P (2015) Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice. The Third Edition
- Hylton, K. & Bramham, P. (2013). Sports Development: Policy, Process, and practice. London: Routledge (Chapter 6: Physical Education and School Sports)
- Kidman, L. and Hanrahan, S. (2011) The Coaching Process 3rd edit. London and New York.
- Routledge
- McMorris, T. (2015). Acquisition and Performance for Sports Skills (2nd Ed). UK:Wiley Nelson, L. Groom, R & Potrac, P. (2016) Learning in Sport Coaching: Theory and Application Robinson, P.E. (2010) Foundations of Sports Coaching. London, Routledge.
- Stafford, I. (2011) Coaching Children in Sport. London and New York. Routledge
- Trimble et al. (2010) Sport in the UK. Exeter: Learning Matters. (Chapter 3: School Sport)

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.dfes.gov.uk](http://www.dfes.gov.uk)
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- [www.sportdevelopment.org.uk](http://www.sportdevelopment.org.uk)
- [www.sportscoachuk.org](http://www.sportscoachuk.org)
- [www.sportengland.org](http://www.sportengland.org)
- [www.workforce.co.uk](http://www.workforce.co.uk)

Other resources:

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	N/A		
<b>CO-REQUISITE MODULES</b>	N/A		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Teaching Styles, Coaching Styles, Instructional Methods, Leadership Styles. Feedback processes and methods, Differentiation, the Coaching Process, Differentiation		

<b>MODULE TITLE</b>	Foundations of Strength and Conditioning			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE1015	<b>MODULE CONVENOR</b>		Ali Hill	
<b>DURATION</b>	<b>TERM</b>	1	2	3	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	13	2	0	

### DESCRIPTION – summary of the module content (100 words)

The idea behind this module is to identify and assess appropriate field-based testing methods to be able to use a variety of fitness tests to assess an athlete for various sporting and physiological domains. You will work on designing and implementing sessions and programmes, looking at training and assessment methods, identifying and working on individual needs analysis and sports specific requirements. We will consider periodisation in relation to the specific demands e.g. in season, off season, pre-season.

Assessment methods include the design, implementation, and evaluation of a six-week training programme, and the delivery of an agility session to include aspects such as the movement patterns and muscle contractions for an elite athlete in a specific sport.

### MODULE AIMS – intentions of the module

The aim of this module is to develop a clearer understanding of the fundamentals in Strength and Conditioning Practice. The aim is to use practical based learning where possible, to consider programme design and implementation and appraisals around individual needs and sports specific requirements. You will work with a client to develop a clear case study and complete parts of the assessment process.

Gaining valuable experience with clients in the delivery of sessions, you will increase your employability skills and be able to link to various elements of coaching science, specifically based around instruction.

**INTENDED LEARNING OUTCOMES (ILOs)** (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

Identify and assess appropriate field-based testing methods.

Practically design and implement sessions to enhance a specific sport or activity

#### Discipline Specific Skills and Knowledge:

Demonstrate an understanding of the principles of training design, periodisation and scientific principles underpinning strength and conditioning.

Evaluate the effectiveness of an implemented specific sport or activity programme

#### Personal and Key Transferable/ Employment Skills and Knowledge:

Progressive programme design and delivery techniques that ensure safe practice and support at events and competition and embed learning transfer across situations (Occupational Standard ST0770 K10)

Comply with legal, ethical, effective, and efficient coaching systems that align to the organisational vision, strategies, policies, and processes (Occupational Standard ST0770 S4)

### SYLLABUS PLAN – summary of the structure and academic content of the module

An introduction to the scientific principles underpinning strength and conditioning  
An outline to key physiological adaptations to strength and conditioning

An introduction to periodisation and training design

Evaluating training/functional movement programmes

Methods and principles of monitoring and field-based testing  
Ergogenic aids and nutritional manipulation

## LEARNING AND TEACHING

### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	50	Guided independent study	150	Placement/study abroad	See notes for guidance
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### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching activities	15	Lectures; Theoretical aspects of Strength and Conditioning
Scheduled Learning and Teaching activities	30	Practicals: Lecturer led practical sessions to consider technique, programming, loading etc
Scheduled Learning and Teaching activities	5	Group Work: Paired and group classes and sessions to practice content and methods
Guided Independent Study	150	Set reading, activities, and assessment work

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Technique Appraisals	10 mins each session	2,4	Verbal
6 week training plan initial pitch	15 mins	1,3,5	Verbal
Applied Practice Observed	10 mins per session	1,2,3,4,6	Verbal

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	0	Practical exams	50
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Case study	50	2500 words	2,4,6	Written
Presentation	50	15 mins	1,3,5	Written

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Case Study	2500 words	2,4,6	Summer
Presentation	15 mins	1,3,5	Summer

### RE-ASSESSMENT NOTES – Same Weightings as per original assessment

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Lyle, J., and Cushion, C. (2017). *Sport coaching concepts: A framework for coaching practice*. London: Routledge.
- Cardinale, M., Newton, R. and Nosaka, K. (2011) *Strength and conditioning: Biological principles and practical applications*. Chichester, UK: Wiley-Blackwell.
- Chandler, T. J., and Brown, L. E. (2012) *Conditioning for Strength and Human Performance*. (2nd ed.). Lippincott Williams & Wilkins.
- Delavier, F. (2022) *Strength Training Anatomy (Sports Anatomy)*. (4th ed.) Champaign, IL: Human Kinetics
- NSCA (2017) *Essentials of Tactical Strength and Conditioning*. IL: Human Kinetics
- NSCA Certification Commission (2008). *Exercise Technique Manual for Resistance Training*. (2nd ed.) Champaign, IL: Human Kinetics.
- Gamble, P. (2013) *Strength and Conditioning for Team Sports: Sport-Specific Physical Preparation for High Performance* (2nd ed.). Abingdon: Routledge.
- Haff, G & Triplett, N (2015) *Essentials of Strength Training and Conditioning* (4th ed.). IL: Human Kinetics.
- Ratamess, N.A. (2011) *ACSM's Foundations of Strength and Conditioning*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.nasca-lift.org](http://www.nasca-lift.org)
- [www.bases.org.uk](http://www.bases.org.uk)
- [www.ukzca.org.uk](http://www.ukzca.org.uk)
- [www.acsm.org](http://www.acsm.org)

Other resources:

- British Journal of Sports Medicine
- Journal of Applied Physiology
- Sport Sciences
- Journal of Strength and Conditioning Research
- Medicine and Science in Sports and Exercise

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	N/A		
<b>CO-REQUISITE MODULES</b>	N/A		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Strength and Conditioning, Periodisation, Ergogenic aids, Training Design, Loading, Programming. Strength Training.		

<b>MODULE TITLE</b>	Research Skills across the Physical Activity Landscape			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE1016	<b>MODULE CONVENOR</b>		Dan Pulsford	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	13	2	0	

### DESCRIPTION – summary of the module content (100 words)

Research skills underpin the whole course, and it is important to be able to carry out effective research to further enhance your student journey. You will look at referencing, presentation skills, research skills and assignment writing with consideration on how to formulate an argument, and an awareness of researcher bias in this process. You will use a wide variety of physical activity research as a vehicle for investigating current literature, summarising, and presenting on findings.

### MODULE AIMS – intentions of the module

The intention of this module is to bridge the gap between level 3 and level 4 study to allow for effective research skills, academic and scientific writing, referencing and presentation skills. These fundamental skills will allow you to locate, use and apply relevant literature, and look at ways to formulate debate aimed at critical analysis. Writing in the third person, portraying relevant information, and understanding aspects such as researcher bias are all key areas of study.

It is hoped that you will develop confidence in your academic abilities to plan and write essays, plan and deliver presentations, and to effectively carry out literature searches with a focus on physical activity research.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Demonstrate the practical application of study and research skills in Higher Education
- 2 Appraise a range of sociological factors, through critical reflection, that have influenced their own sport, health and well-being journey to date, linking in relevant theoretical constructs.

#### Discipline Specific Skills and Knowledge:

- 3 Demonstrate appropriate study skills to locate and appraise relevant research on physical activity patterns and engagement in the UK.
- 4 Apply a variety of ICT skills to present the importance of physical activity participation in the promotion of health and well-being.

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Understand the importance of research ethics
- 6 Communicate effectively to different audiences

### SYLLABUS PLAN – summary of the structure and academic content of the module

Essay Writing and Critical Analysis  
Presentation Skills  
Using technology and ICT to support HE Study  
Referencing Skills  
Research Skills  
Conducting a Literature Review  
Factors influencing health and lifestyle such as: age, gender, socio-economic group, patterns, disability etc  
Detrimental effects of exercise e.g. addiction, overuse, overtraining  
Benefits of physical activity levels in children, adolescents, and special populations  
Socialisation into sport: A gender and social experience  
Identity construction: understanding the notions of masculinity and femininity



<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	45	Guided independent study	155	Placement/study abroad	See notes for guidance
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	30	Lectures; Introduction to study skills and physical activity research			
Scheduled Learning and Teaching activities	5	Seminars; Discussion Groups around Physical Activity Patterns			
Scheduled Learning and Teaching activities	5	Group work; Presentation Methods			
Scheduled Learning and Teaching activities	5	Workshops; Referencing workshops and support			
Guided independent study	155	Research, Reflection, Tasks			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Discussion in groups on lit search and findings	15 mins	1,3,5	Peer and lecturer verbal feedback		
Project pitch	15 mins	2,4,5,6	Peer and lecturer verbal feedback		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	100	Written exams	Practical exams		
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Literature Review	50	2500 words	1,3,5	Written lecturer feedback	
Presentation	50	15 mins	2,4,6	Written Lecturer feedback	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Literature review	2500 words	1,3,5	Summer		
Presentation	15 mins	2,4,6	Summer		
<b>RE-ASSESSMENT NOTES</b>					
Same assessment weightings as original assessment methods					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Biddle. S. & Mutrie, N. (2015) Psychology of Physical Activity: Determinants, Well-Being, and Interventions. 3rd Edition. Routledge.
- Cassidy, T., Jones, R. & Potrac, P. (2015) Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundation of Coaching Practice. Oxon: Routledge
- Coakley, J. (2016). Sport in Society: Issues and Controversies (12th Edition). Boston: McGraw-Hill Education.
- Cottrell, S. (2019) The Study Skills Handbook (Macmillan Study Skills). 5th ed. Red Globe Press.
- Green, K (2010) Key themes in Youth Sport. London: Routledge
- Hylton, K. (2013) Sports Development, Policy Process and Practice. Routledge.
- Lieberman L. and Houston-Wilson C. (2009) Strategies for Inclusion. A Handbook for Physical Edcators, USA: Human Kinetics
- Magdalinski, T. (2013) Study Skills for Sports Studies. USA: Routledge, New York.
- Peck, J. (2012) The student's guide to writing: spelling, punctuation, and grammar. 3rd ed. Basingstoke:
  - Palgrave Macmillan.
  - Schnorenberg, L.L. (2013) Basic essay writing: how to write different types of essays. Charleston:
    - CreateSpace Independent Publishing Platform.
    - Smith, M, F. (2017) Research Methods in Sport. 2nd ed. United Kingdom: Sage Publications Ltd, London.

Web-based and electronic resources:

- ELE – *Faculty to provide hyperlink to appropriate pages*
- *All NGB websites*
- *<https://www.sportengland.org/>*
- *<http://www.uk sport.gov.uk/>*
- *<http://www.sportsaid.org.uk/>*
- *<https://youthsporttrust.org/>*
- *<http://www.afpe.org.uk/>*

Other resources:

- British Journal of Sports Medicine
- Journal of Sport and Social Issues
- Journal of Sport Sciences
- Medicine and Science in Sports and Exercise
- Physical Education Matters
- International Review for the Sociology of Sport
- International Journal of Sport Policy and Politics

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	N/A		
<b>CO-REQUISITE MODULES</b>	N/A		
<b>RQF LEVEL</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Referencing, Literature Review, Critical Evaluation, Scientific Writing Style, Research Methodologies, National Governing Body, Sport England, Demographic		

<b>MODULE TITLE</b>	Physiology of Sports Performance			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE2011	<b>MODULE CONVENOR</b>		Ali Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	0	9	6	

### DESCRIPTION – summary of the module content (100 words)

In this module you will consider energy systems in detail and its application to the coaching process regarding how to maximise performance and the recovery process in a range of physical activities. A consideration of training zones and physiological adaptations e.g. Cardiovascular and Neuromuscular and the role and effect of fatigue on performance. You will investigate the impact of environmental factors on performance such as training at altitude. You will be involved in a variety of testing, in administering, performing, and evaluating using our sports-science based lab facilities. This will include an appreciation of data collection and evaluation methods.

### MODULE AIMS – intentions of the module

The intention of this module is to develop knowledge and understanding of the physiological factors involved in sports performance. This will be achieved through various practical lab-based sessions and fitness tests with an ability to plan and carry out the testing protocols and evaluate and interpret the resultant data.

The aim is for you to become confident and competent in your knowledge surrounding physiological adaptations to exercise in a variety of conditions. This module will improve your employability providing you with good insight into the job roles of lab technicians and sports scientists.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Critically evaluate the production of energy during sports performance
- 2 Critically evaluate the concept of fatigue and associated recovery strategies

#### Discipline Specific Skills and Knowledge:

- 3 Collect, analyse, and evaluate physiological data
- 4 Identify physiological adaptation to exercise

### SYLLABUS PLAN – summary of the structure and academic content of the module

Energy Production for sport and exercise  
Muscle structure and function  
Physiological adaptation to exercise (cardiovascular, respiratory, and neuromuscular) Fatigue (central and peripheral)  
Exercise performance and environmental stress  
Physiological performance testing

<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	40	Guided independent study	160	Placement/study abroad	See notes for guidance
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	25	Lectures; Lead Lectures including practical elements			
Scheduled Learning and Teaching activities	15	Practical physiological analysis sessions Physiological Lab Based Tests, Fitness Testing,			
Guided independent study	160	Reflection, Guided Study, Analysis, Planning			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Practical Testing and Review of Results – discussion forums	20 mins	1, 2,3,4	Lecturer and peer feedback		
Discussion groups and 1-1	10 mins	1,2,3,4	Lecturer feedback		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	50	Written exams	50	Practical exams	
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Case Study	50	2500 words	1, 3	Written	
In Class Test	50	90 mins	2,4	Written	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Case Study	2500 words	1,3	Summer		
In Class test	90 mins	2,4	Summer		
<b>RE-ASSESSMENT NOTES – Same weighting as original assessment</b>					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Hausswirth, C. and Mujika, I. (2013). Recovery for Performance in Sport
- Kenney, L.W., Wilmore, J.H., and Costill, D.L. (2015). Physiology of sport and exercise. 6th ed. Champaign, IL: Human Kinetics
- McArdle, W., Katch, K., and Katch, V. (2015). Exercise physiology:- Energy, nutrition & human performance. 8th ed. Philadelphia: Lippincott Williams and Wilkins
- Tanner, R. and Gore, C. (2015). Physiological Tests for Elite Athletes-8th Edition
- Powers, S.K. and Howley, E.T. (2018). Exercise Physiology: Theory and Application to Fitness and Performance. 10th Edition.
- Thompson, W.R. (2019). ACSM's Clinical Exercise Physiology. 7th Edition.
- Collins, A. (2020). The Complete Guide to Exercise Physiology. Bloomsbury Sport.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- <https://www.bases.org.uk/>
- <https://uk.humankinetics.com/collections/web-resources>
- <https://www.acsm-cepa.org/>

Other resources:

- Journal of Physiology
- International Journal of Sports Physiology and Performance
- Journal of Applied Physiology
- European Journal of Applied Physiology
- American Journal of Sports Medicine
- British Journal of Sports Medicine

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	<b>09/05/23</b>	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	<b>Physiological Adaptation to exercise, Energy Production, Energy Systems, Fatigue</b>		

<b>MODULE TITLE</b>	Technique Analysis of Sports Performance			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE2012		<b>MODULE CONVENOR</b>	Ali Hill	
<b>DURATION</b>	<b>TERM</b>	1	2	3	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	0	9	6	

### DESCRIPTION – summary of the module content (100 words)

You will look at basic biomechanical principles and how they link into professional coaching to provide objective feedback regarding technique and performance. You will consider laws of motion and other areas such as anatomical reference points regarding movement. You will look at the relationship between force and motion and how this impacts upon sports performance. You will create a notational analysis system to support and feedback on sports performance.

### MODULE AIMS – intentions of the module

The intentions of this module are to provide you with an understanding of the biomechanical principles that underpin movement in physical activity and sporting performance. Through lead lectures, seminars, and practical based sessions you will gain an appreciation of movement, laws of motion and be able to utilise notational analysis to support sports performance

There are key links to employment in the sports science and biomechanical fields and opportunities to gain experience in utilising various forms of technology and lab-based equipment.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Describe forms of motion, explain laws of motion, and use anatomical referencing
- 2 Demonstrate understanding of the relationship between force and motion
- 3 Design and use a notational analysis system (creating objective data analysis) to evaluate sport performance

#### Discipline Specific Skills and Knowledge:

- 4 Critically analyse technical performance, explaining ways of enhancing performance
- 5 Apply and explain mechanical variables to analyse sports performance

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 6 Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation, and the sector (Occupational Standard ST0770 B8)
- 7 Methods to measure the impact of the coaching strategies through analysis of key indicators from participant, coach, coaching team and organisational perception and performance data (Occupational Standard ST0770 K16)

### SYLLABUS PLAN – summary of the structure and academic content of the module

Forms and laws of motion and relationships between motions: linear and angular  
The role of horizontal and vertical components, release angles, and equations of motion in projectile activity  
Equilibrium in human movement: lever systems, centre of gravity and stability  
Analysis of mechanical variables in sporting performance  
Data analysis of sports performance using notational analysis  
Analysis of technical performance within sport.

<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	40	Guided independent study	160	Placement/study abroad	0
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	20	Lectures and Practicals; Lead Lectures and practical based sessions			
Scheduled Learning and Teaching activities	10	Seminars; Small-focussed group sessions			
Scheduled Learning and Teaching activities	10	Tutorials; 1-1 support			
Guided independent study	160	Set reading and activities and assignment work			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Data and statistical analysis forums	15 mins	3,4,5,7	Lecturer and peer review		
Discussion groups and targeted questioning	10 mins	1,2,6	Lecturer and peer feedback		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	60	Written exams	40	Practical exams	
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
In Class Test	40	75 mins	1,2	Written	
Essay (linked to Practical Project)	60	3000 words	3,4,5,6,7	Written	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
In Class Test	75 mins	1,2	Summer		
Essay (Linked to Practical Project)	3000 words	3,4,5,6,7	Summer		
<b>RE-ASSESSMENT NOTES – Same weighting as original assessment</b>					



## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Bartlett, R. (2014) *Introduction to Sports Biomechanics: Analysing Human Movement Patterns*. (3rd ed.). Abingdon: Routledge.
- Burkett, B (2018). *Applied Sport Mechanics* (4th ed.) USA: Champaign IL: Human Kinetics
- Blazevich, A. J. (2013) *Sports Biomechanics: The Basics: Optimising Human Performance* (2<sup>nd</sup> ed.) London: A&C Publishers Ltd.
- Ferber, R. (2014) *Running Mechanics and Gait Analysis: enhancing performance and injury prevention*. Champaign, IL: Human Kinetics
- Hughes, M. & Franks, I. M. (2015) *Essentials of Performance Analysis in Sport*. 2nd edn. Abingdon, Routledge.
- Louden, J. K. (2013) *Clinical Mechanics and Kinesiology*. Champaign, IL: Human Kinetics.
- McGarry, T., O'Donoghue, P., & Sampaio, J. (2013) *The Routledge Handbook of Sports Performance Analysis*. Abingdon: Routledge.
- McGinnis, P. M. (2013) *Biomechanics of Sport and Exercise*. 3rd edn. Champaign, IL: Human Kinetics.
- McMorris, T. (2015). *Acquisition for Performance for Sports Skills*. 2nd edn. UK:Wiley
- Peters, D. M. & O'Donoghue, P. (2014) *Performance Analysis of Sport IX*. Abingdon: Routledge.
- Watkins, J. (2014) *Fundamental Biomechanics of Sport and Exercise*. London: Taylor & Francis
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Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.coachesinfo.com](http://www.coachesinfo.com)
- [www.dartfish.com](http://www.dartfish.com)
- [www.fourfourtwo.com/statzone](http://www.fourfourtwo.com/statzone)
- [www.quintic.com](http://www.quintic.com)
- [www.ubersense.com](http://www.ubersense.com)

Other resources:

- International Journal of Performance Analysis of Sport
- Journal of Applied Biomechanics
- Journal of Human Kinetics
- Journal of Human Movement Studies
- Journal of Sports Sciences

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Laws of Motion, Lever Systems, Data Analysis, Technical Model, Performance Analysis		

<b>MODULE TITLE</b>	Work-Based Learning Placement			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE2013		<b>MODULE CONVENOR</b>	Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	0	9	6	

#### DESCRIPTION – summary of the module content (100 words)

In this module you will identify and secure a placement in industry to support your professional development and employability. You will set and seek to achieve appropriate targets for your placement in line with specific career goals in line with your supporting tutor. You will use case study analysis and reflective templates to reflect on your performance during the placement and consider how this has contributed towards your personal and professional development.

#### MODULE AIMS – intentions of the module

This module provides you with an opportunity to enhance your employability by gaining experience in the sports coaching and fitness sector via a work-based placement. The initial content will include pre- placement planning to seek and secure a relevant placement opportunity and to identify placement goals in line with your career aspirations and using SWOT Analysis. You will consider relevant reflective templates for use during your placement and how to conduct some case study analysis e.g. detailed analysis of a session / day / week.

When on the placement, you will liaise with your tutor and placement lead in collating relevant and appropriate evidence to help support and enhance the placement experience. This may include visits, formative and summative assessments, informal and formal feedback, and review meetings.

The intentions of the module are to provide an opportunity to experience the workplace, and to help build a clearer picture of your own career goals and outcomes for the future. It is an opportunity to reflect on your current Strengths and work-ons to improve employability opportunities in the future.

#### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

##### Module Specific Skills and Knowledge:

- 1 Evaluate the contribution the experiential learning process has made to personal and vocational development.
- 2 Critically reflect on the experiential learning process and how it will influence future personal and professional development planning

##### Discipline Specific Skills and Knowledge:

- 3 Clearly apply and evidence, programme specific principles to the experiential learning process through direct experience, observation, and critical evaluation
- 4 Demonstrate professional commitment to, and engagement in the preparation, planning and initiation of a work-based learning placement.

##### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Advocate: acts as an ambassador for the organisation and sector both internally and externally (Occupational Standard ST0770 B1)
- 6 Collaborative: demonstrates awareness of own and others' working styles and collaborates to achieve positive outcomes(Occupational Standard ST0770 B1)

**SYLLABUS PLAN – summary of the structure and academic content of the module**

Planning and individual negotiating a programme related placement in line with policy  
 Engaging in personal and professional development planning  
 Completing a period of experiential learning in an approved, programme-related environment (teaching/coaching/fitness instruction/sports development)  
 Identification of an appropriate focus on enquiry that can be achieved through direct experience, observation, evaluation, and reflection in the approved setting  
 Application of underlying programme specific concepts and principles to the placement or experiential context

**LEARNING AND TEACHING****LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning and Teaching activities	40	Guided independent study	60	Placement/study abroad	100
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**DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning and Teaching activities	15	Lectures; Face to Face Content
Scheduled Learning and Teaching activities	15	Tutorial; 1-1 / Small group progress meetings
Scheduled Learning and Teaching activities	10	Guest Speakers; Visiting Speakers from Local Industry
Placement/study abroad	100	Independent (Placement); Guidance based on specific placement / role / goals
Guided Independent Study	60	Set reading, signposted activities and completing assessments.

**ASSESSMENT**

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Class Discussions and Targeted Questioning	10 mins	3	Lecturer and peer feedback
1-1 Tutorials	15 mins	1,2,4,5,6	Lecturer feedback

**SUMMATIVE ASSESSMENT (% of credit)**

Coursework	50	Written exams		Practical exams	50
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**DETAILS OF SUMMATIVE ASSESSMENT**

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Portfolio	50	2500 words equivalent	3,4,5,6	Written and Verbal Feedback
Presentation/Professional Discussion	50	30 mins	1,2,3, 6	Written and Verbal Feedback

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Portfolio	2500 words equivalent	3,4,5,6	Summer
Presentation/Professional Discussion	30 mins	1,2,3, 6	Summer
<b>RE-ASSESSMENT NOTES –</b> <b>Same weighting as original assessment</b>			
<b>RESOURCES</b>			
<b>INDICATIVE LEARNING RESOURCES</b> - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.			
<p>Basic reading:</p> <ul style="list-style-type: none"> <li>• Bassot, B. (2020) <i>The Reflective Journal</i>. (3rd ed.). London: Bloomsbury Academic</li> <li>• Fanthome, C.(2017) <i>Work placements:a survival guide for students</i>. London: Bloomsbury Academic.</li> <li>• Kolb, D. (2015). <i>Experiential Learning: Experience as the source of learning and development</i>. NJ: Pearson</li> <li>• Moon, J. (2013). <i>A Handbook of Reflective and Experiential Learning. Theory and Practice</i>. Routledge.</li> <li>• Rook, S. (2015) <i>Work Experience, Placements, and Internships</i>: Palgrave McMillan</li> <li>• Cropley, B., Knowles, Z., Miles, A., Huntley, E., Gilbourne, D., &amp; Knowles, Z. (2023). <i>Reflective practice in the sport and Exercise Sciences: Critical Perspectives, Pedagogy, and Applied Case Studies</i>. London: Routledge, Taylor &amp; Francis Group.</li> </ul> <p>Web-based and electronic resources:</p> <p>ELE – <i>Faculty to provide hyperlink to appropriate pages</i></p> <ul style="list-style-type: none"> <li>• <a href="http://www.guardian.co.uk">www.guardian.co.uk</a></li> <li>• <a href="http://www.totaljobs.com">www.totaljobs.com</a></li> <li>• <a href="http://www.recruit.co.uk">www.recruit.co.uk</a></li> <li>• <a href="http://www.step.org.uk">www.step.org.uk</a></li> <li>• <a href="http://www.cv.co.uk">www.cv.co.uk</a></li> <li>• <a href="http://www.myperfectcv.co.uk">www.myperfectcv.co.uk</a></li> </ul> <p>Other resources:</p> <ul style="list-style-type: none"> <li>• Journal of Experiential Education</li> <li>• Journal of Sport and Social Issues</li> <li>• Journal of Sports Coaching</li> <li>• Reflective Practice</li> <li>• Sports Psychologist</li> </ul>			
<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	<b>10</b>
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	<b>09/05/23</b>	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	<b>Work Based Learning, Experiential Learning, Industry Placement, Critical Self-Reflection.</b>		

<b>MODULE TITLE</b>	Research Project			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE2014	<b>MODULE CONVENOR</b>		Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	10	10	10	
<b>DESCRIPTION – summary of the module content (100 words)</b>					
<p>You will consider the foundations of research such as ontology and epistemology and the different types of research philosophies and methods available. You will create a research proposal that will include a clear rationale, approach, and design for a study to take place guided by current literature. You will then proceed using a clear methodology for effective data collection, analysing primary data, and drawing relevant conclusions based upon your findings. At all times you should consider your role as researcher in relation to bias and concepts of research validity, reliability, and credibility.</p>					
<b>MODULE AIMS – intentions of the module</b>					
<p>The intention of the module is to introduce you to the fundamentals of research to include paradigms, philosophies, methodologies, and methods that underpin the research process. The aim is to develop an understanding of the processes involved in conducting research and the importance of understanding the purpose and aim of the research as well as factors to consider such as researcher and participant bias.</p> <p>You will create a research project proposal that identifies and uses current literature to help support a rationale and research design and then carry out the project utilising data collection methods appropriate to the study and research philosophy.</p> <p>This module will give you a good insight into possible dissertation ideas for year three study, and can also be focussed around your Work Based Learning Placement where appropriate, and as such can contribute towards employability and future careers.</p>					
<b>INTENDED LEARNING OUTCOMES (ILOs)</b> (see assessment section below for how ILOs will be assessed)					
On successful completion of this module, <b>you should be able to:</b>					
<b>Module Specific Skills and Knowledge:</b>					
1	Provide an appropriate contextual framework for a chosen topic (research project)				
2	Select, read, assess, organise, and present relevant literature (secondary research)				
<b>Discipline Specific Skills and Knowledge:</b>					
3	Utilise existing literature and programme content knowledge to design relevant and researchable questions				
4	Plan and apply a range of data collection and analysis methods to produce primary data				
5	Critically evaluate patterns of data, drawing relevant conclusions in scientific study format.				
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>					
6	Problem solving skills				
<b>SYLLABUS PLAN – summary of the structure and academic content of the module</b>					
<p>Organisation and synthesising of literature  Data analysis and reporting  Selecting and utilising data collection strategies  Assessing research quality  Identification of an appropriate topic to research (agreed with tutor)  Developing research projects  Self-direction and time management</p>					

<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	40	Guided independent study	160	Placement/study abroad	See notes for guidance
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities	10	Lectures; Lead Lectures on Research Foundations and Philosophies			
Scheduled Learning and Teaching activities	25	Tutorials; 1-1 support on proposals and projects			
Scheduled Learning and Teaching activities	5	Seminars; Testing and Data Collection support			
Guided independent study	160	Independent study; Carrying out research, activities, and data collection.			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Draft proposal	500 words	1,3	Lecturer Feedback		
Draft Review of Lit and methods	500 words	2,3,4,6	Lecturer Feedback		
Draft Project to include Raw Data, Results and Discussion	variable	4,5,6	Lecturer Written/verbal Feedback		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	100	Written exams		Practical exams	
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Research Proposal	30	1500 words	1,3,4,6	written	
Research Project	70	3500 words	2,4,5,6	written	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Research Proposal	1500 words	1,3,4,6	Summer		
Research Project	3500 words	2,4,5,6	Summer		
<b>RE-ASSESSMENT NOTES – Same weighting as original assessment</b>					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Braun, V and Clark, V. (2013) Successful Qualitative Research: A practical guide for beginners. UK: Sage
- Corbin, J. and Strauss, A. (2015). Basics of Qualitative Research (4th Ed). London. UK: Sage.
- Creswell, J, W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods (4th Ed). Sage. Creswell, J, W. & Poth, C. (2018). Qualitative Enquiry and Research Design. Choosing Among Five Approaches (4th Ed). Sage
- Gratton, C., and Jones, I. (2014). Research Methods for Sports Studies (3rd Edition). London, Routledge.
- Jones, I. (2015) Research Methods for Sports Studies. London, UK: Routledge.
- Nelson, L., Groom, R., and Potrac, P (2014). Research Methods in Sports Coaching. UK: Routledge.
- Ridley, D. (2012). The Literature Review: A Step by Step Guide for Students. UK: Sage.
- Thomas, J., Nelson, J., and Silverman, S. (2015) Research Methods in Physical Activity. USA: Human Kinetics.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.icce.ws/ International Council for Sporting Excellence](http://www.icce.ws/)
- [www.harvardbusinessonline.com](http://www.harvardbusinessonline.com)
- [www.managementstudyguide.com](http://www.managementstudyguide.com)
- [www.skillmaker.edu.au/online-research-methods/](http://www.skillmaker.edu.au/online-research-methods/)

Other resources:

- International Journal of Performance Analysis in Sport
- International Journal of Sports Science and Coaching
- Journal of Experiential Education
- Journal of Sport and Social Issues
- Journal of Sports Sciences

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Research Philosophies, Paradigms, Methodology, Methods, Epistemology, Ontology		

<b>MODULE TITLE</b>		Performance Coaching, Leadership and Management			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>		EXE2015		<b>MODULE CONVENOR</b>	Jon Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>	<b>10</b>
	<b>WEEKS</b>	13	2	0		

#### DESCRIPTION – summary of the module content (100 words)

You will investigate the concepts of leadership and management with consideration to the similarities and differences in application with reference to roles in professional sport. You will look at leadership theories and consider how the role of leader has changed over time with particular reference to current leaders at the top of their respective fields (Transformational, Authentic). In the Performance Coaching element of the unit, you will consider the key differences between the role of participation and performance coach, the utilisation of a coaching team and technology in high performance sport. You will also look at the role that ‘culture’ plays in professional sports teams and organisations.

#### MODULE AIMS – intentions of the module

The intention of this module is to gain a greater understanding of how performance sport operates in leadership and management structures. Through an appreciation and evaluation of leadership styles, theories, and models you will use a case study approach to assess and appraise a current performance sport team suggesting changes for more effective practice.

Another aim of the module is to consider the differences between participation and performance sport with the use of various forms of technology to assess and aid performance, the use of specialist coaching teams and roles, and the role that ‘Culture’ plays in a sports organisation.

#### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

##### Module Specific Skills and Knowledge:

- 1 Interpret and implement coaching strategies to develop sport expertise
- 2 Critically analyse the management of individuals and groups to enhance group productivity in performance sport

##### Discipline Specific Skills and Knowledge:

- 3 Demonstrate a critical understanding of the links between individual characteristics, leadership styles and organisational performance in performance sport and business management
- 4 Investigate and utilise the latest developments in technology and research to enhance their performance coaching

##### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Motivational: considers participants unique needs and tailors’ solutions to meet their unique needs (Occupational Standard ST0770 B5)
- 6 Resilient: adapts when dealing with challenges by maintaining focus, self-control and is flexible to changing work environment and people demands (Occupational Standard ST0770 B6)



## SYLLABUS PLAN – summary of the structure and academic content of the module

The role of a performance coach  
 Innovation and development in performance coaching  
 The characteristics of expert performers, coaches, and organisations  
 An appraisal of the performance coaching environment  
 Models of organisational and leadership effectiveness  
 Understanding characteristics and the key principles of business management  
 Theories of leadership and their application to the coaching environment

## LEARNING AND TEACHING

### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	40	Guided independent study	160	Placement/study abroad	See notes for guidance
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### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching activities	20	Lectures; Leadership and Management Theories, Styles and Models Performance Coaching and Technology
Scheduled Learning and Teaching activities	10	Practicals; Leadership sessions, Technology utilisation
Scheduled Learning and Teaching activities	5	Guest speakers; Industry Leaders
Scheduled Learning and Teaching activities	5	Visits; Exeter Chiefs RFC, Exeter City F.C
Guided independent Study	160	Set reading, activities, and assessment work

## ASSESSMENT

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coaching Session Feedback	10 mins	1,4,5,6	Discussion and Microsoft Forms
Weekly Discussion Forums as part of lectures	10 mins per week	2,3	Discussion and peer feedback

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams		Practical exams	50
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Essay	50	2500 words	1,4,6	Written
Presentation	50	15 mins	2,3,5	Verbal and written

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Essay	2500 words	1, 4	Summer
Presentation	15 mins	2,3	Summer

### RE-ASSESSMENT NOTES – Same weighting as original assessment

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Bowen, J., Katz, R. S., Mitchell, J. R., Polden, D. J., & Walden, R. (2017). *Sport, ethics, and leadership* (1st ed.). Routledge, an Informa Business.
- Burton, L. J. Kane, G. M. and Borland, J. F. (2020). *Sport leadership in the 21st Century*. Burlington, MA: Jones & Bartlett Learning.
- Cassidy, T., Handcock, P., Gearity, B., & Burrows, L. (2020). *Understanding strength and conditioning as sport coaching: Bridging the biophysical, pedagogical, and sociocultural foundations of Practice*. Oxon Routledge.
- Cunningham, G. B., Fink, J. S., & Doherty, A. (2018). *Routledge Handbook of Theory in Sport Management*. London ; New York: Routledge.
- Frawley, S., Misener, L., Lock, D., & Schulenkorf, N. (2019). *Global Sport Leadership* (1st ed.). Routledge.
- Hassan, D (2018) *Managing Sport Business: An Introduction*. Routledge
- Nash, C. (2022). *Practical sports coaching* (2nd ed.). London: Routledge.
- Slack, T., Byers, T. and Thurston, A. (2021). *Understanding sport organizations applications for sport managers*. Champaign, IL: Human Kinetics.
- Whitmore, J (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. Nicholas Brealey Publishing (5th Edition).
- Wilson, C. (2020). *Performance coaching: A complete guide to best practice coaching and training*. London: KoganPage.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.sportscoachuk.org](http://www.sportscoachuk.org)
- [www.uk sport.gov.uk](http://www.uk sport.gov.uk)
- [www.tass.gov.uk](http://www.tass.gov.uk)
- [www.workforce.org.uk](http://www.workforce.org.uk)

Other resources:

- International Journal of Sports Coaching and Science
- Journal of Applied Sport Psychology
- Journal of Sports Science
- Journal of the Institute for the Management of Sport and Physical Activity

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Performance Coaching, Sports Leadership, Sports Management, Leadership Styles, Theories of Leadership, Faulty Processes, Models of Leadership, Technology in Sport		

<b>MODULE TITLE</b>	Advances in Strength and Conditioning			<b>CREDIT VALUE</b>	20
<b>MODULE CODE</b>	EXE2016		<b>MODULE CONVENOR</b>	Ali Hill	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	13	2	0	
<b>10</b>					

### DESCRIPTION – summary of the module content (100 words)

You will be heavily involved in practical delivery of a variety of S&C sessions, demonstrating sports and exercise science knowledge and underpinning strength and conditioning principles. You will be assessed on your coaching ability to link the conditioning principles to your sessions. You will need to demonstrate key techniques required for safe and effective practice and will look at periodisation and scientific methods to support physiological demands of an athlete.

### MODULE AIMS – intentions of the module

The intention of this module is to develop confidence and competence in delivering effective strength and conditioning practice. This will involve an ability to identify and demonstrate effective practice and to use strategy to error correct and monitor and evaluate performance. This unit builds on the year one Foundations of Strength and Conditioning module and allows for plenty of practical application and evaluation in the learning process. By developing coaching repertoire, this is enhancing employability and will give good insight into work as a Physical Trainer and the P.T. Industry.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 Demonstrate, coach, and evaluate key exercise techniques required to enable safe and effective strength, power, speed, and agility development.
- 2 Justify through application, the fundamental scientific principles of strength and conditioning to specific exercise programmes to enhance sporting performance and function.

#### Discipline Specific Skills and Knowledge:

- 3 Demonstrate applied sport and exercise science subject knowledge underpinning strength and conditioning principles.
- 4 Critically analyse and explain the fundamental scientific principles of strength and conditioning

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 5 Inspirational: leads by example, acts with integrity, builds trust, and demonstrates respect for others (Occupational Standard ST0770 B2)
- 6 Innovative: challenges the status quo to foster new ways of thinking and working and to resolve problems. Seeks out opportunities for continuous improvement in participants, the coaching system, services, the organisation and the sector (Occupational Standard ST0770 B8)

### SYLLABUS PLAN – summary of the structure and academic content of the module

Analysis of complex periodisation and training design  
Critical review of testing and monitoring methods and procedures within strength and conditioning  
Prescription of conditioning and exercise (to include fitness, fatigue, and ability)  
Practical weightlifting workshops to evaluate and enhance technical skills  
Development of existing metabolic conditioning, plyometric, agility and weightlifting practice  
Application of physiological adaptations in line with strength and conditioning principles

<b>LEARNING AND TEACHING</b>					
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>					
Scheduled Learning and Teaching activities	50	Guided independent study	150	Placement/study abroad	See notes for guidance
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>					
Category	Hours of study time	Description			
Scheduled Learning and Teaching activities Lectures	15	Lead Lectures and Instruction (Incl. Practical)			
Scheduled Learning and Teaching activities Practicals	25	Applied Practice and Delivery			
Scheduled Learning and Teaching activities Group work	5	Group Tasks, Projects, Reflection			
Scheduled Learning and Teaching activities Seminars	5	Focussed Discussion Groups – Training Methods			
Guided Independent Study	150	Set reading, signposted activities and completing assessments.			
<b>ASSESSMENT</b>					
<b>FORMATIVE ASSESSMENT</b> - for feedback and development purposes; does not count towards module grade					
Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method		
Demonstrations of technique	10 mins per week	1,2,3,5,6	Peer and lecturer feedback		
Discussion Groups	10 mins per week	1,2,3,4,6	Peer and lecturer feedback		
<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	50	Written exams		Practical exams	50
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Practical assessment	50	30 Mins	2,3,5	Written and verbal feedback	
Presentation	50	15 mins	1,4,6	Written and Verbal Feedback	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
Practical Assessment	30 mins	2,3,5	Summer		
Presentation	15 mins	1,4,6	Summer		
<b>RE-ASSESSMENT NOTES – Same weighting as original assessment</b>					

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Chandler, T. J., and Brown, L. E. (2012) *Conditioning for Strength and Human Performance*. (2nd ed.). Lippincott Williams & Wilkins.
- Cissik, J. M. (2020). *Strength and conditioning: A concise introduction*. New York, NY: Routledge.
- Comfort, P., Jones, P. A., and McMahon, J. J. (2019). *Performance assessment in strength and conditioning*. Oxon: Routledge.
- Delavier, F. (2023) *Strength Training Anatomy*. (4th ed.). Champaign, IL: Human Kinetics
- NSCA (2017): *Essentials of Tactical Strength and Conditioning*. Champaign, IL: Human Kinetics
- Gamble, P. (2013) *Strength and Conditioning for Team Sports: Sport-Specific Physical Preparation for High Performance*. (2nd ed.). Abingdon: Routledge.
- Haff, G & Triplett, N. (2015) *Essentials of Strength Training and Conditioning*. (4th ed.). Champaign, IL: Human Kinetics.
- Jeffreys, I. (2020). *Effective coaching in strength and conditioning: Pathways to superior performance*. London: Routledge, Taylor et Francis Group.
- Stone, M. H., and Suchomel, T. J. (2023). *Strength and conditioning in sports: From science to practice*. New York, NY: Routledge.

Web-based and electronic resources:

- ELE – [Faculty to provide hyperlink to appropriate pages](#)
- [www.nscs-lift.org](http://www.nscs-lift.org)
- [www.bases.org.uk](http://www.bases.org.uk)
- [www.ukscs.org.uk](http://www.ukscs.org.uk)
- [www.acsm.org](http://www.acsm.org)
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Other resources:

- British Journal of Sports Medicine
- Journal of Applied Physiology
- Sport Sciences
- Journal of Strength and Conditioning Research
- Medicine and Science in Sports and Exercise

<b>CREDIT VALUE</b>	20	<b>ECTS VALUE</b>	10
<b>PRE-REQUISITE MODULES</b>	NA		
<b>CO-REQUISITE MODULES</b>	NA		
<b>RQF LEVEL</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	09/05/23	<b>LAST REVISION DATE</b>	13.09.2024
<b>KEY WORDS SEARCH</b>	Periodisation, Training Programme, Principles of Training, Physiological Adaptation		

## GENERAL COLLEGE INFORMATION AND GUIDANCE

### EVALUATION

1. Student comment is welcomed, and a review process has been set up which allows students to influence the development of the course. Students have the following opportunities to make their views known:
  - a. regular tutorial sessions with course tutor
  - b. induction review - via questionnaire
  - c. Mid module and end of module student reviews
  - d. twice-yearly course committee meetings attended by lecturing staff, student representatives and University course Validator.
  - e. private discussion between course Validator and course representatives (following committee meetings)
  - f. meetings of group student representative with Head of HE and Vice Principal
  - g. course end review - via questionnaire.

Student comment is collated and considered in the development of the Programme team Action Plan.

2. Reports on the course are made each year by the External Examiner and the University course Validator. Recommendations made are referred to the course team and included in the course team Action Plan.
3. The course is regularly reviewed by the University of Exeter.

### LEARNING RESOURCES

#### College ID card

You must have a valid College ID card for borrowing resources. This card can be obtained from the Learning Centre, once your enrolment details are on the MIS database. This card shows your College email address, user ID and initial password for using computers. You will also be issued with Exeter University student cards allowing you access to a wide range of texts, journals and digital resources from industry and academic sources nationally and internationally.

#### Computing facilities

There are networked computers in the Institute of Technology / Victoria House LRC HE Study Centre which can be used at any time during opening hours unless previously booked. You may book one of the open access computers accessed through the portal.

On the computers you will find Microsoft Office applications, Outlook, the College Portal, access to the Internet and a variety of other software. The Learning Centres also subscribe to a range of Online Resources, Gale international newspaper and journal database), Croner-i Human Resources, Equality & Diversity information, and Harvard Business Review. Company reports are also available in electronic format.

There is a printer/copier in the Centre. Credits can be added to your account, using the credit loader in the Centre, before sending work to the printer or making photocopies.

### **Further information**

More detailed information about the facilities in the Institute of Technology / Victoria House Learning Centre can be found in guides and help sheets or from the members of staff who work there. All staff are well qualified and always willing to provide assistance when required.

### **Research skills**

You will be given a Learning Centre, WINK induction at the start of your course. Later in your course you will be given an Advanced Skills Session where you will be given advice on researching, evaluating sources, and using the online resources available through the Portal, but please ask at any time if you need help finding information.

Students are welcome to use the machines in teaching rooms if no lecture is taking place but are reminded to observe both Health & Safety and the Internet usage policy (posted in rooms). Student Study Rooms are in the IoT 1.27 and in the LRC in the basement of Victoria House. These are exclusively for HE students use. Mobile phones MUST be turned off before entering Learning Centre/IT teaching rooms. Students are urged to read the notices regarding the Computer Misuse Act (posted in the IT teaching rooms).

### **Virus Problems**

Please note that any member of staff does not regard loss of coursework through loss or corruption as sufficient extenuating circumstances for late work. Students are expected to have suitable virus and back-up procedures in place.

### **EQUALTY, DIVERSITY AND ACCESS**

Exeter College is committed to the principles of equality and diversity for all its staff and learners and actively challenges any unlawful discrimination on the grounds of age, disability, gender, gender reassignment, pregnancy, and maternity, marital or civil partnership status, race, religion, or belief or none, and sexual orientation. The values of equality and diversity underpin all our courses. We promote positive attitudes towards diversity, encourage all learners and staff to reach their full potential and take proactive steps to take account of the additional needs of those people who may experience the greatest barriers to fulfilling their potential.

This Policy Statement applies to all stages of the Higher Education student life cycle.

### **REFERENCING & PLAGIARISM**

This is a very important issue, and you need to read this next section very thoroughly. Further information will be found on the HE Hub-Plagiarism section.

Plagiarism can be defined as the deliberate use of another person's work in your own work, as if it were your own, without adequate acknowledgement of the original source. If this is done in work that you submit for assessment, then you are attempting to mislead the person marking your work. In other words, plagiarism is cheating - trying to claim the credit for something that is not your work.

This is a serious offence because it threatens to undermine the value of a qualification. We take it very seriously and will impose severe penalties on students who are found guilty of plagiarism.

In Exeter College, we use a wide range of methods to detect possible plagiarism, including electronic methods. The Turnitin system detects similarities and frequencies of words or phrases. We also change our assessments every year, to ensure that work is not copied from earlier years. Ensure that references have been properly acknowledged using the Harvard or APA referencing system. The Turnitin system on Moodle must be used to electronically submit all assignments.

## The penalties imposed:

- In any case of plagiarism, where the work of one student is used by another in an attempt to deceive the examiners, both the student who does the copying and the person whose work is copied will receive **ZERO MARKS/GRADE** for that item of assessment.
- Similarly, any submitted work that contains unacknowledged blocks of text from published works (including web-based sources) in an attempt to deceive will receive **ZERO MARKS/GRADE**.
- In all cases above, we will ask the Departmental Administrator to record the act of plagiarism **permanently** on the student's academic record.

## Academic Appeals and Complaints

Complaints should first be raised with your Programme Manager. If you are dissatisfied or wish you may go directly to raise a formal complaint, in writing to the Student Engagement Officer who will provide the correct forms and guidance. [HEOffice@exe-coll.ac.uk](mailto:HEOffice@exe-coll.ac.uk). Full details of the procedure can be found on Moodle under the HE Hub.

Following a Board of Examiners your final result will be confirmed to you in writing. There may be occasions when you believe that you have been unfairly treated and, in this situation, you may have the right to make a formal appeal to the College. If you believe you have grounds for appeal, please contact the HE Department

All Complaints and Appeals will be treated in strictest confidence.

Please note that at any stage of the complaints or appeals procedure you are entitled to be accompanied by a person of your choosing.

You also have full opportunity to raise matters of concern on academic matters throughout your time at the college without fear of disadvantage and in the knowledge that your privacy and confidentiality will be respected. Your tutor will be able to advise you on where you can obtain impartial help, advice, guidance, and support.

## Disability Support

The DSA Supervisor/Advisor can help, advise, or guide you with any disability or support related issue. This could be applying for individual exam arrangements, or additional support via Disabled Students Allowance (DSA).

DSA provides funding to cover the cost of additional support for students with mental health conditions; physical health conditions; learning difficulties and sensory impairments which may impact on their studies.

At Exeter College we encourage students to engage with us so we can meet individual student needs effectively and in a timely manner.

So, if you have any disability related concerns or questions, please contact the DSA Supervisor/Advisor at your earliest opportunity in the following ways.

In person: Carmen Dix, HE Learning Support – Adult Advice Hub, IoT Building Hele Road, EX4 3JS  
By telephone: 01392 400443 or mobile: 07879 13062 or, by email: [dsa@exe-coll.ac.uk](mailto:dsa@exe-coll.ac.uk)

For more information please follow the link below;

<https://adexcollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx>



## **Tutoring**

One of the major objectives that the College has in supporting you throughout the duration of your studies is to help you become an independent learner. Not only do we aim to equip you with the skills and attributes that will enable you to successfully complete your course but also to continue learning and developing throughout your professional working life. The College offers students a number of different means of tutorial support designed to meet the particular needs of students.

### **Responsibilities of your tutor (academic issues)**

- To ensure that you have accurate information about your course and the choices open to you
- To ensure that you know what support and resources are available for your use and that you have access to them, including Disability Support where appropriate
- To assist you in identifying your own learning needs
- To ensure that you have appropriate opportunities to develop your learning skills
- To monitor your progression through your course
- To provide you with up to date advice and academic guidance when needed and to refer you to specialist support when appropriate.
- Demonstrate access to College systems including Mitigating Circumstances requests and our online ' Career Centre,' Exeter College's online Careers Advice and Guidance found on the HE Hub on Moodle.

### **Other forms of tutorial support**

Should you be experiencing difficulties in relation to a particular module you should always seek help in the first instance from your subject lecturer. For example, if you have difficulty in understanding a subject area and require advice on how you could further research the area you could seek this help from your subject lecturer.

It is not uncommon for students, at some point, during their studies to experience some personal difficulties. These can range from problems with time management, money difficulties, illness etc. Should you experience such difficulties you can seek pastoral support from your personal tutor. Where your personal tutor is unable to offer you the appropriate advice, they may suggest you seek further guidance from the College's Student Experience Department who can advise you on a range of support services.

### **HE Careers Advice and Guidance**

Support to plan your future employment opportunities will be given in group and 1:1 tutorials.

## COLLEGE POLICY INFORMATION

	College Policy / Further Information
<b>College Mission &amp; Policies</b>	<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Strategic Plan</li> <li>• Complaints Procedure</li> <li>• Data Protection</li> <li>• Disability Equality Scheme</li> <li>• Drug &amp; Alcohol Misuse</li> <li>• Ethical Policy</li> <li>• Gender Equality Scheme</li> <li>• Health &amp; Safety</li> <li>• No Smoking Policy</li> <li>• Plagiarism and Learner Malpractice Policy</li> <li>• Quality Assurance Policy</li> <li>• Quality Strategy</li> <li>• Student Code of Conduct</li> <li>• Teaching &amp; Learning Policy / Strategy</li> </ul> <p>Please see the HE Hub on Moodle for policies and procedures for your programme</p>
<b>Health &amp; Safety : General Points</b>	<p><b>The College Safety Policy requires you to observe all health and safety rules.</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• Co-operating and maintaining a tidy and safe working environment</li> <li>• Observing College Health &amp; Safety rules and regulations</li> <li>• Using in a safe manner &amp; not wilfully misusing, neglecting, damaging, or interfering with apparatus, equipment, College premises or services.</li> <li>• Reporting any hazard, dangerous equipment, or service to the Lecturer in charge of their class or to any other member of the College staff.</li> <li>• Reporting an accident immediately to the Lecturer in charge of their class.</li> <li>• Observing the College No Smoking Policy.</li> <li>• Please observe all signs, information and guidance regarding Social Distancing and reporting on Covid related issues.</li> </ul>
<b>First Aid</b>	<p>Contact the College Nurse at Greystone House telephone: 01392 400445. If a nurse is not available, contact a First Aider as shown on the notice board. Make sure a member of College staff is informed immediately</p>
<b>Emergency Evacuations</b>	<p>Please read the Emergency Evacuation Notices that are posted around the College and familiarise yourself with your building. It may save your life.</p>
<b>Moving Around the College</b>	<p>You are required to wear your orange lanyard and College ID Card at all times. If you see any suspicious activity of persons, please report it immediately to one of the Security Team. Only water is to be consumed in classrooms.</p>

<b>Absences</b>	<p>Please let the college/ your tutor know if you are unable to attend. Please contact the college by 10am.</p> <p>Please remember that doctors and other health appointments should be made outside your College timetable, as should driving lessons. Holidays may not be taken during college term time.</p>
<b>Complaints Procedure</b>	<p>All complaints will be treated fairly and equally. Exeter College is committed to high quality in all areas of our provision. We encourage everybody to make constructive suggestions, criticisms, and compliments. All Exeter College staff have a responsibility to listen and respond to constructive criticism. See above</p>
<b>Financial Regulations you should be aware of</b>	<p>Where you have an outstanding financial obligation, including the non-return of books and equipment, the University /College may:</p> <ul style="list-style-type: none"> <li>• Defer the marking of examination scripts or any assignments.</li> <li>• Defer consideration of your performance.</li> <li>• Withhold a Board of Examiners' decision.</li> <li>• Withhold an award (hence you may not be able to graduate until any debt is discharged).</li> </ul>
<b>Handing in Assignments</b>	<p>You will be set a specific deadline date and time during which your assignment should be handed in "on time." Assignments must be submitted via Moodle</p>
<b>Plagiarism</b>	<p>This is the deliberate use of another person's work in your own work, as if it was your own, without proper acknowledgement of the original source. If this is done in work that you submit for assessment, then you are attempting to mislead the person marking your work. In other words, plagiarism is cheating. This is a serious offence because it threatens to undermine the value of the qualification. The College takes this very seriously and will impose severe penalties on students who are found guilty of plagiarism.</p> <p>If you would like to see the full policy on Plagiarism, please ask your tutor or look on the College Portal</p>
<b>Refectory Facilities</b>	<p>Sandwiches, snacks, and hot and cold drinks are available throughout the day from our College refectories.</p> <p>Food and drink, other than bottled water, are not allowed in the classrooms, workshops, and college property generally, other than in the designated areas.</p>
<b>Smoking</b>	<p>Smoking is not permitted in any part of the College's premises or on any of the College grounds at any time in compliance with the Health Act 2006.</p>
<b>Security</b>	<p>Student lockers cannot be provided because of lack of space. Students are responsible for the security of their personal possessions. Lost property can be collected from the Security offices at each site.</p>

<p><b>Student Code of Conduct</b></p>	<p>Exeter College has a Higher Education Student Code of Conduct which you be asked to sign during your induction week. This states the College's commitments to you as a student and the expectations it has from you as a learner.</p>
<p><b>Vehicle Parking</b></p>	<p>There is no parking for students on most College sites, except for disabled students with a Blue Badge. However, you may park in the designated 'Pay &amp; Display' car parks adjacent to the various College facilities at certain times, please see notices.</p> <p>You must not park motorcycles or bicycles except in authorised places. Please make sure they are locked securely, preferably with a D-type lock. You must not create dangerous situations by careless parking or create an obstruction, especially of fire exits / routes or walkways.</p> <p>Vehicles illegally parked on College premises will be ticketed or clamped.</p>
<p><b>Exeter College Learning Centres</b></p>	<p>Exeter College maintains Learning Centres at the following sites:</p> <ul style="list-style-type: none"> <li>• CCI</li> <li>• Victoria House</li> <li>• Hele Building</li> <li>• Falcon House</li> <li>• A Level Learning Centre (Hele Tower)</li> <li>• IoT</li> </ul> <p>Media equipment is available for loan from each Learning Centre with the widest range being held at the Creative Industry Learning Centre at Queen Street. Each Learning Centre has:</p> <ul style="list-style-type: none"> <li>• Networked PCs for student use. A Mac suite and TV studio is also available at the Creative Industry Learning Centre</li> <li>• Wi-Fi facilities allowing students full network access on their own IT equipment.</li> <li>• Self-service photocopying and binding services</li> <li>• Subject Librarians who have extensive knowledge of resources both available internal and external, in their designated subject areas. They also deliver both introductory and advanced level information skill sessions.</li> </ul> <p>The online library catalogue is available both on and off campus. Students can use the catalogue to renew and reserve items, and media equipment and PCs can be booked via the online booking systems.</p> <p>Full information on the range of services and resources and how to contact the Learning Centres can be found on the Learning Centre portal pages.</p> <p>BABM students are dually enrolled as students at the University of Exeter and Exeter College and are provide with login access to UoE ELE system and Library facilities both physical and online. You will use your UoE login to access all digital resources. Foe any queries regarding access to UoE systems please contact the <a href="#">Exeter IT Self Service Portal</a> (<a href="https://www.exeter.ac.uk/ITServiceDesk">https://www.exeter.ac.uk/ITServiceDesk</a>)</p> <p>Student Information Desk <a href="http://www.exeter.ac.uk/sid">www.exeter.ac.uk/sid</a> handles all other student queries online or in person in the UoE Forum building.</p>

## KEY CONTACTS

	Location	Contact
<p><b>Higher Education Office:</b> Provide advice and guidance: Extenuating Circumstances, Academic Appeals, Financial Hardship, Accommodation, course information</p>	<p>HE Office H 1.30 Digital &amp; Data Centre Hele Road</p>	<p>Email: <a href="mailto:heoffice@exe-coll.ac.uk">heoffice@exe-coll.ac.uk</a></p>
<p><b>HE Student Experience</b> Kat Toomey, Student Experience Lead. Tom runs the Student Voice,</p>	<p>Adult Advice Hub Digital &amp; Data Centre Hele Road</p>	<p>Email: <a href="mailto:studentexperience@exe-coll.ac.uk">studentexperience@exe-coll.ac.uk</a></p>
<p><b>IT Support:</b> Advice and support with logging on to computers/ laptops, password, Wi-Fi and file formats.</p>	<p>4th Floor Tower Building Hele Road Site</p>	<p>Email: <a href="mailto:itsupport@exe-coll.ac.uk">itsupport@exe-coll.ac.uk</a> Or ask for help at any Learning Centre</p>
<p><b>Learning Support:</b> Carmen Dix is the HE DSA Supervisor/Advisor - please contact her with any questions you have about additional support for degree-level study.</p>	<p>G07 Victoria House</p>	<p>Email: <a href="mailto:dsa@exe-coll.ac.uk">dsa@exe-coll.ac.uk</a> <a href="http://www.exe-coll.ac.uk/HE/Support/Support.aspx">http://www.exe-coll.ac.uk/HE/Support/Support.aspx</a> <a href="https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx">https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx</a></p>
<p><b>HE Careers Advice and Guidance:</b> Deborah Kearney, Careers and Employability Lead. Advice on career planning incl. Using the College Online Careers system, Progression, Internships, Placements, Graduate job applications and self-employment</p>	<p>HE Office, H1.30</p>	<p><a href="https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx">https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx</a></p>
<p><b>Exeter College Students Union &amp; University of Exeter Student Guild</b> ECSU is an organisation run by students for students. You will automatically become a member of the ecsu: Exeter College Student Union.</p> <p>You will have introductory Tour at Exeter University you will have the opportunity to join the Student Guild and participate in a wide range of societies and clubs. Access information UoE and university queries, IT, Library Access etc please contact SID, Student Information Desk, online or in person</p>	<p>Hele Road Site</p> <p>Student Guild University of Exeter Streatham Campus SID The Forum UoE - Streatham Campus</p>	<p>See Portal for further information</p> <p><a href="mailto:info@Exeterguild.com">info@Exeterguild.com</a></p> <p><a href="mailto:sid@exeter.ac.uk">sid@exeter.ac.uk</a></p>