



**Highlands**  
University  
College Jersey



**UNIVERSITY OF  
PLYMOUTH**

**PROGRAMME QUALITY  
HANDBOOK  
2022 – 23**

***BA (Hons) Sport  
Coaching and  
Development***

## Welcome and Introduction to BA (Hons) Sport Coaching and Development

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** The information in this handbook should be read in conjunction with the current edition of:

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

# **1. Programme Specification**

## **University of Plymouth**

Academic Partnership

University College Jersey – Highlands College Jersey

### **Programme Specification**

**BA (Hons) Sport Coaching and Development  
(Top-up)**

Approval date: 18<sup>th</sup> May 2021

**1. BA (Hons) Sport Coaching and Development (Top-up)**

**UCAS code** – Not applicable

**HECOS code** – 100095

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

**Teaching institution(s):** University College Jersey – Highlands College Jersey

**3. Accrediting body(ies)**

University of Plymouth

Summary of specific conditions/regulations – N/A

Date of re-accreditation – N/A

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

This Programme has been designed to provide students with the knowledge and industry skillset to be effective graduate members of the workforce in the sport coaching, development and exercise sector.

Students will have the opportunity to develop their coaching, leading and teaching experience and skills through practical episodes. These will be underpinned by current research around effective industry practice.

The sport development, coaching, exercise and health sector is one of the fastest growing industries on the Island. This includes grassroots coaching, elite sport, sports administration, sport development, physical literacy and exercise referral schemes such as Move More. The BA (Hons) Sport Coaching and Development course aims to develop students to be effective in these roles and also prepare them for further study including qualifications such as Masters degrees or PGCE (teaching).

Graduates may go on to future roles such as:

- Sport development officers
- Sport coaches
- Performance analysts
- Physical Literacy coaches
- Sports administration roles
- Gym and leisure centre managers
- Physical Education teachers

The Programme is delivered by a combination of learning modes in Jersey by Jersey-based staff, with facilities and learning and student support services provided by UCJ. Its content enables students to apply a range of perspectives from sport, fitness, health and education to initiatives, industry and policy.

The UCJ Sport teaching team includes a range of lecturers, appropriately qualified and all with sport, exercise and health industry experience.

The module content has been designed through consultation with key representatives from the sport industry including Jersey Sport, Jersey Sport Foundation, Jersey Football Association and Jersey Reds Rugby Football Club. These key partners are also the primary employers of UCJ Sport graduates.

The UCJ team has also identified potential key partners such as Jersey Netball and Jersey Sports Association for the Disabled. This will ensure students have access to

a wide range of opportunities in the sport and exercise sector as well as the course being influenced by the full spectrum of local sport and exercise providers.

UCJ Sport staff and students have direct access to effective learning spaces in terms of classrooms and library space as well as facilities such as a state of the art Strength and Conditioning gym, dance studio, Sports Hall, Playing field and tennis/netball courts. External organisations are also often used for off-site visits or guest speakers such as Jersey Sport Foundation's gym and testing facility and Jersey General Hospital's clinical physiology department.

UCJ resources include equipment for advanced physiological testing such as VO2 Max, ECG, Spirometry and biomechanical research (movement analysis).

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

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881\\_11](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11)

**The following statements have been selected from 6.18, 6.19 and 6.21 from the Subject Benchmark Groups.**

6.18 An honours graduate in sport-related courses is able to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis, including being able to: i) monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, including, where appropriate, injury diagnosis and treatment, in ways underpinned by current research ii) evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings iii) display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

6.19 An honours graduate in sport-related courses is able to demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to: i) display an awareness of current government policy on disease prevention and the relevance of exercise ii)

demonstrate an ability to monitor health through exercise and prescribe appropriate interventions iii) display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.

6.21 An honours graduate in sport-related courses is able to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities, including being able to: i) understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector ii) employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities iii) demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.

These benchmark statements and programme aims and outcomes also bridge with the SEEC Level 6 descriptors focused around independence, dealing with unpredictability, introduction to specialisation, synthesis and interpersonal skills.

These can be found at <https://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

## 6. Programme Structure

**This Stage 3 Programme comprises the following core modules (See Appendix 1 for the Definitive Module Records):**

Core Modules:

<b>Module Code</b>	<b>Module Name</b>	<b>Credits</b>
HIGH3301	Dissertation	40
HIGH3302	Teaching Physical Education	20
HIGH3303	Applied Sports Coaching	20

HIGH3304	Global Physical Activity and Health	20
HIGH3305	Advanced Exercise Programming	20

Students will be able to choose between a full-time and a part-time programme of study. The programme will run on a two semester model:

Semester 1 – September to January

Semester 2 – February to May

### **Full-Time Programme(one year)**

Module Code	Module Name	Semester	Credits
HIGH3301	Dissertation	1-2	40
HIGH3302	Teaching Physical Education	1	20
HIGH3303	Applied Sports Coaching	1	20
HIGH3304	Global Physical Activity and Health	2	20
HIGH3305	Advanced Exercise Programming	2	20

### **Part-Time Programme(two years)**

Year 1

Module Code	Module Name	Semester	Credits
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HIGH3302	Teaching Physical Education	1	20
HIGH3304	Global Physical Activity and Health	2	20
HIGH3305	Advanced Exercise Programming	2	20

Year 2

Module Code	Module Name	Semester	Credits
HIGH3301	Dissertation	1-2	40
HIGH3303	Applied Sports Coaching	1	20

## 7. Programme Aims

This Programme aims to provide students who are resident in Jersey with an opportunity to undertake and study a range of Level 6 modules in Sport Coaching and Development offered in Jersey. It is intended:

1. to practice industry-based, relevant competencies, including coaching, teaching, exercise programming and delivery, and designing effective sporting or health initiatives;
2. to encourage students to synthesise, analyse, critically evaluate and apply ideas, concepts, and methods grounded in sport, coaching and development to a variety of contemporary issues and scenarios in sports coaching, education and sport development;
3. to develop a range of intellectual and research skills, including critical thinking skills, writing and oral skills, interpersonal and group skills, and independent working skills, all of which will have relevance for a variety of employment opportunities

## 8. Programme Intended Learning Outcomes

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

On successful completion graduates should have developed the ability to:

1. synthesise ideas based on research-based theories and concepts
2. analyse and critically evaluate initiatives, concepts, and methods grounded in sport, coaching and development
3. gain an understanding of contemporary issues impacting on health and sport development from a domestic and global context

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

On successful completion graduates should have developed:

1. analytical and critical thinking skills with regards to key concepts in sport, coaching, physical education and sport development industry
2. critical judgement skills about existing initiatives, theories and research in sport, coaching, physical education and sport development industry
3. ability to make realistic recommendations with regards to contemporary issues impacting on domestic and global health and sport development
4. critical reflective skills of personal performance and the contribution made to the overall outcome, making valid research-based recommendations for personal development

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

On successful completion graduates should have developed the ability to:

1. make appropriate use of information technology for research, analysis and presentation of information
2. communicate ideas and information clearly and effectively in a variety of forms
3. manage their own learning and increase their independence as reflective learners through using feedback effectively

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

On successful completion graduates should have developed:

1. Interpersonal skills through collaboration with members of industry such as teachers, allocating tasks to students during teaching episodes and reflecting on and evaluating contributions in practical settings
2. Practical experience of applied knowledge in industry such as Physical Education and sport coaching
3. An understanding of the current industry climate in terms of the processes of key organisations and the key duties of the graduate workforce

#### **8.5. Practical skills**

On successful completion graduates should have developed:

1. Planning and delivery skills related to physical education teaching and sport coaching which are underpinned by curricula, key theories and delivery of effective, research-based practice
2. The ability to design and deliver effective exercise programmes to improve athletic performance and physiological capabilities
3. Planning and delivery skills of initiatives pertaining to the Jersey sport development model, health model and that of the global health network

4. Practical research skills that ensures validity, reliability and specificity of findings using a variety of data collection tools and analysis methods

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

This is a Level 6 top-up programme therefore candidates would be expected to have achieved a Higher National Diploma in a related field or the equivalent of Level 5 study or significant work experience in a related field at a managerial, delivery or strategic level.

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

<b>Entry Requirements for BA (Hons) Sport Coaching and Development</b>	
Higher National Diploma	Candidates are interviewed before an offer is made. Pass profile.
Higher Education Level 4 and 5	Candidates are interviewed before an offer is made. Successful completion of two years equivalent higher education experience in a relevant field at Level 4 and 5.
Relevant work experience – Accredited Prior Learning.	Candidates are interviewed before an offer is made. At least 3 years work experience at a high level in a related field e.g. sport development, coaching, teaching, management, strategy, delivery. This will represent Accredited Prior Learning and proof of working knowledge of industry relevant skills which can be used as entry criteria. This will be considered and approved by the UCJ admissions team.
Disclosure and Barring Service	Students will require an enhanced DBS check and will also be required to cover the cost. Highlands College employability team will assist students with the DBS process upon enrolment.

Students that have a disability will be provided with the appropriate support through Highlands Learning Support team.

Classes will be made physically accessible to all students. This includes but not limited to classrooms with wheelchair access, support for students with learning needs e.g. dyslexia, Irlens syndrome.

#### **10. Progression routes/criteria for progression to Final and Intermediate Awards**

Not applicable – however students interested in pursuing post-graduate study e.g. Masters, PGCE will be provided with support in preparing their applications.

#### **11. Non Standard Regulations**

N/A

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

University College Jersey recognises that the majority of students progressing on to Level 6 top-up year will be internal HND Sport students. They will have experience of criteria-based grading and may lack knowledge of the University of Plymouth assessment process. Therefore students will be provided with study skills sessions where the assessment process is made clear to the students before they apply to the top-up year and during the first term of their studies.

### **Appendices**

#### **Programme Specification Mapping (UG) – core modules**



### 3. Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH330  
1  
**MODULE TITLE:** Dissertation  
**CREDITS:** 40  
**FHEQ LEVEL:** 6  
**HECOS CODE:** 100095  
**PRE-REQUISITES:** None  
**CO-REQUISITES:**  
**COMPENSATABLE:** N (*if No identify programmes in notes box below*)

**SHORT MODULE DESCRIPTOR:**

The Dissertation module enables students (1) using a qualitative, quantitative or mixed approach to research a complex issue relating to the sport, health, physical activity or education and (2) to demonstrate understanding and skills to appropriately use analytical and decision-making tools. This module will demonstrate the student's ability to apply their skills to a major piece of independent academic work.

<b>ELEMENTS OF ASSESSMENT</b> [ <i>Use HESA KIS definitions</i> ] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	90%	<b>P1</b> (Practical)	10%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sport

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

**MODULE AIMS:**

This module will enable students to:

- Undertake a rigorous study on a theme which they have identified, using effective research skills.
- Select and apply research methodology to a research question
- Demonstrate valid data collection, present results and analyse in relation to the research question and academic research
- Provide an effective conclusion, bringing together the key findings of the study, the implications for the given theme/field and the limitations of the study conducted

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Undertake a rigorous investigation into a sport, fitness, physical activity or education topic, demonstrating a critical awareness of the relevant theory, real world practices and constraints.	8.1.1, 8.1.2, 8.1.3, 8.2. , 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.5.4
2. Justify the methodological approach being taken	8.1.1, 8.3.1, 8.3.2, 8.5.4
3. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.	8.1.1, 8.2.2, 8.3.1, 8.3.2, 8.5.4
4. Draw conclusions and make recommendations based on quantitative and/or qualitative information, whilst being able to evaluate the impact of those conclusions and recommendations	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.5.4
5. Manage their own research through effective time management, communicating with key stakeholders and effective data collection.	8.3.1, 8.3.2, 8.3.3, 8.5.4

<b>DATE OF APPROVAL:</b> 18/05/2021	<b>FACULTY/OFFICE:</b> UPC
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> University College Jersey
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1 & 2

Notes:



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

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

**ACADEMIC YEAR: 2021-22**

**NATIONAL COST CENTRE: 108**

**MODULE LEADER: Andrew McGinnigle**

**OTHER MODULE STAFF: N/A**

### **Summary of Module Content**

- Quantitative and/or qualitative research methods
- Theoretical research frameworks
- Research proposal
- Ethics protocols and concerns
- Maintaining confidentiality of participants
- Data collection methods e.g. Interview skills, Questionnaire design, Observation
- Data analysis
- Implications of research and recommendations
- Future areas of further research

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	12	6 x 2 hours.
Supervised time in workshop	12	6 x 2 hours. Feedback from tutor. Q&A with tutor.
Guided independent study	368	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Project supervision	8	Formative feedback on dissertation.
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Viva-voce (ALO 1-5)	100%
Coursework	Research proposal and ethics approval (ALO 1-2)	10%
	Literature review (ALO 1-2)	40%
	Results, analysis and discussion and conclusion (ALO 3-5)	50%
		<b>100%</b>

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	C1 – Dissertation (ALO 1 – 5)	100%
Coursework (in lieu of original assessment)	Video presentation of dissertation, results, analysis and conclusion	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew McGinnigle Date: 8/7/22	<b>Approved by:</b> Ben Bennett Date: 8/7/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3302      **MODULE TITLE:** Teaching Physical Education  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** 100095  
**PRE-REQUISITES:**      **CO-REQUISITES:**      **COMPENSATABLE:** Y  
**SHORT MODULE DESCRIPTOR:**

This module examines the current curriculum provision in Primary and Secondary schools and what effective Physical Education looks like. Students will develop knowledge of the key components of Physical education and have the opportunity to observe and deliver lessons in both Primary and Secondary settings.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sport

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

**MODULE AIMS:**

- Develop a comprehensive understanding of the structure of Primary and Secondary Physical Education such as curriculums and qualifications
- Understand the components of successful delivery of Physical Education
- Observe, plan, deliver and reflect on effective Physical Education lessons
- Gain an insight into the outcomes of current Physical Education models

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

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically analyse Physical Education curriculums at Primary and Secondary level	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.5.1
2. Report on the key outcomes to pupils of current Physical Education Models	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.5.1

3. Critically evaluate the key theoretical components that underpin the delivery of Physical Education	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.5.1
4. Produce a reflective statement on the planning and delivery of teaching episodes to Primary and Secondary pupils, including recommendations for professional and personal development	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
<b>DATE OF APPROVAL:</b> 18/05/2021	<b>FACULTY/OFFICE:</b> UPC
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> University College Jersey
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 1

Notes:

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

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

**ACADEMIC YEAR: 2021-22**  
**MODULE LEADER: Martin Colley**

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

### **Summary of Module Content**

- Physical Educational models at Primary and Secondary level in Jersey and the UK
- Key policies, Curriculums and qualifications associated with Physical Education
- Key outcomes of Physical Education such as fundamental movement skills. Physical literacy, physical health, development and well-being
- Key theories of learning and their application
- The role and duties of a teacher
- Planning and delivery of practical and theory Physical Education episodes to pupils in Primary and/or Secondary settings.
- Reflection on experience and self-reporting of strengths, areas for development and future targets.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	30	15 x 2 hours
Practical class	8	Practical classes focusing on putting pedagogical theory into delivering practice teaching episodes. Observation and feedback by tutors and peers.
External visit	2	Time spent in schools delivering teaching episodes. Observation by tutor and/or school teacher responsible.
Guided independent study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	Report on PE Curriculums, models, qualifications and outcomes (ALO 1-2)	50%
	Literature review on the key components of delivery, planned teaching episodes, evidence of delivery and a reflective self-report on the individual's delivery of teaching episodes (ALO 3-4)	50%
		<b>100%</b>

**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Report on curriculums, literature review, planning of episodes, reflective report (ALO 1-4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Martin Colley Date: 8/7/22	<b>Approved by:</b> Ben Bennett Date: 8/7/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3303      **MODULE TITLE:** Applied Sports Coaching  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** 100095  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

#### **SHORT MODULE DESCRIPTOR:**

This module examines the delivery of effective applied coaching practice, underpinned by coaching and learning theories. Students will develop an understanding of how effective coaching fits into the stages of Long Term Athlete Development. It will include the delivery of coaching sessions, critical evaluation of a coaching programme and include the development of a personal development plan.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	80%	<b>P1</b> (Practical)	20%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sport

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

#### **MODULE AIMS:**

This module will enable students to:

- Develop a rich understanding of how research and theory shapes coaching practice including the Long Term Athlete Development model
- Plan and deliver a coaching programme that meets the needs of an athlete/group and the objectives of a periodized programme
- Develop a range of tools to assess athletes' development
- Reflect on their coaching practice and understand their strengths and areas for development
- Produce a plan that addresses their personal development

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

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically evaluate key research and theory in coaching practice in relation to the Long Term Athlete Development model	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.5.4
2. Plan and deliver effective coaching sessions to a specific group or individual athlete in conjunction with a periodized programme	8.1.1, 8.3.2, 8.4.1, 8.4.2, 8.5.1. 8.5.2
3. Reflect on delivered coaching sessions and assessment of progress, learning and performance of their chosen group or individual	8.1.2, 8.2.4, 8.3.1, 8.3.2, 8.3.3 8.4.2, 8.4.3

4. Produce an effective personal development plan incorporating current theory, setting objectives and utilising organisational support	8.1.1, 8.2.4, 8.3.2, 8.4.3
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<b>DATE OF APPROVAL:</b> 18/05/2021	<b>FACULTY/OFFICE:</b> UPC
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> University College Jersey
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:



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

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

**ACADEMIC YEAR:** 2021-22

**NATIONAL COST CENTRE:** 108

**MODULE LEADER:** Andrew McGinnigle

**OTHER MODULE STAFF:** Martin Colley

### **Summary of Module Content**

- Pedagogical theory including theories of learning such as sociocultural learning theory, social learning theory and behaviourism
- Examples of international Long Term Athlete Development frameworks
- Coaching relationships
- Periodisation of training programmes associated with international elite coaching models
- Plan and deliver coaching sessions to a selected athlete or group
- Meeting the needs of the performer/s and the group as a whole
- Assessment of performers
- Reflective skills, being able to evaluate their coaching practice, the impact it had on their performer/s and how to continue their professional development

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	24	
External visit	4	2 x 2 hours. Visits to organisations associated with coaching best practice e.g. Jersey Reds, Strive Performance Academy, Jersey Sport Foundation.
Practical class	12	6 x 2 hours. Putting theoretical underpinning into coaching practice. Observation and feedback by tutor and peers.
Guided independent study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	Plan rationale using justification and comparison with global coaching models, coaching plans, risk assessment macrocycle (ALO 1–2)	50%
	Reflection on delivery assessment and personal development plan (ALO 3-4)	50% <b>100%</b>
Practical	Delivery of coaching episode (ALO 2)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Plan, rationale and reflection (ALO 1-4)	100%
Practical	Delivery of coaching episode (ALO 2)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew McGinnigle Date: 8/7/22	<b>Approved by:</b> Ben Bennett Date: 8/7/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3304      **MODULE TITLE:** Global Physical Activity and Health  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** 100095  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:**

This module analysis and evaluates local physical activity and health in comparison to the UK and global health matrix. Through a critical understanding of what contributes to a good physical activity and health model, students will be able to provide contrasts and comparisons globally which will underpin recommendations for improvement and development of policy and infrastructure.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>50%</b>	<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sport

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

**MODULE AIMS:**

This module will enable students to:

- Understand the components of an effective government physical activity model using a range of international model comparisons
- Gain critical knowledge of global physical activity models with the application of initiatives and policies
- Develop awareness of the global physical activity matrix
- Provide recommendations on how to develop and develop a regional/national government’s physical activity model

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

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically analyse key components of an effective physical activity model	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.3, 8.5.3
2. Evaluate examples of application through initiatives and policies	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.3, 8.5.3

3. Compare and contrast models of physical activity from different regions/countries	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.3, 8.5.3
4. Evaluate a country's physical activity model in relation to the global matrix and produce recommendations for development	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.3, 8.5.3

<b>DATE OF APPROVAL:</b> 18/05/2021	<b>FACULTY/OFFICE:</b>
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

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

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

**ACADEMIC YEAR:** 2021-22

**MODULE LEADER:** Jo Cabot

**NATIONAL COST CENTRE:** 108

**OTHER MODULE STAFF:** John Scriven

### **Summary of Module Content**

- Key components of an effective physical activity model
- International frameworks for assessment and reporting
- Daily behaviours
- Sedentary behaviours
- Individual characteristics
- Environment and strategy
- Comparing models across the global network
- Real-life examples of current initiative and models
- Evaluate a country's physical activity model, utilising their knowledge of the constituent components
- Research-based recommendations on how a country can improve their physical activity and health model

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	32	16 x 2 hours lectures
Project supervision	4	Tutor to provide support to students during coursework writing
Tutorial	4	1 to 1 tutor time between student and module leader
Guided Independent Study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Poster presentation analysing key components of a physical activity model and application of theory to initiatives. (ALO 1-4)	100%
Coursework	Accompanying report comparing, contrasting and critically evaluating global physical activity models (ALO 1-4)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Video presentation analysing key components of a physical activity model and application of theory to initiatives. (ALO 1-4)	100%
Coursework (in lieu of original assessment)	Analysis, comparison and evaluation of global physical activity models (ALO 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Andrew McGinnigle Date: 8/7/22	<b>Approved by:</b> Ben Bennett Date: 8/7/22

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3305      **MODULE TITLE:** Advanced Exercise Programming  
**CREDITS:** 20      **FHEQ LEVEL:** 6      **HECOS CODE:** 100095  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y  
**SHORT MODULE DESCRIPTOR:**

This module examines the concepts, design and delivery of an effective programme with the objective of improving fitness components and indirectly performance of athletes. It will explore the main themes of fitness components, periodization, performance requirements, individual requirements, assessment and reflection.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	75%	<b>P1</b> (Practical)	25%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sport

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

**MODULE AIMS:**

This module will enable students to:

- Develop a critical understanding of the key theories of training and physiological adaptations
- Develop effective soft skills when delivering exercise programmes
- Demonstrate higher-level understanding of training methods, environments and analysis
- Produce a rationale for the planning and delivery of an effective exercise programme
- Reflect on the exercise programme at the micro-, meso- and macro levels

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Critically evaluate key theories of training and their relevance to training specific fitness components including the incorporation of soft skills	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2
2. Justify the planning and assessment of a selected performer including methods and environments in relation to key research and literature	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.2, 8.5.1
3. Plan and deliver a six-week mesocycle for a selected performer	8.1.1, 8.3.1, 8.4.1, 8.4.2, 8.5.1, 8.5.2
4. Critically reflect on six-week mesocycle, including contribution to macrocycle and recommendations for future programming	8.1.1, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.2, 8.4.3

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<b>DATE OF APPROVAL:</b> 18/05/2021	<b>FACULTY/OFFICE:</b> UPC
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> University College Jersey
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:



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

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

**ACADEMIC YEAR: 2021-22**  
**MODULE LEADER: Jo Cabot**

**NATIONAL COST CENTRE: 108**  
**OTHER MODULE STAFF: None**

### **Summary of Module Content**

- Key theories of training
- Fitness components and their application
- Process of delivery
- Strength and conditioning
- Effective soft skills such as leadership, communication and empathy.
- Needs and gap analysis on a selected performer
- Use of technology for assessment
- Planning and delivery of an effective exercise programme to improve performance
- Long Term Athlete Development
- Reflection on their planning and delivery of their programme, suggesting recommendations for future programming with their selected performer.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	28	16 x 2 hour lectures
Practical class	8	4 x 2 hour practical classes
External visit	4	2 x 2 hour external visits
Guided Independent Study	160	This includes; directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Presentation of critical evaluation of key theories, fitness components and soft skills (ALO 1)	100%
Coursework	Plan justification, exercise programme plans, risk assessment, meso and macrocycle Evidence of delivery and reflection (ALO 2-4)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Video presentation of critical evaluation of key theories, fitness components and soft skills (ALO 1)	100%
Coursework in lieu	Critical evaluation of key theories, plans and reflection (ALO 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Andrew McGinnigle Date: 8/7/22	<b>Approved by:</b> Ben Bennett Date: 8/7/22