



## **Programme Specification Definitive Document**

### **1. Basic Information**

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	FdA
<b>1.5 FHEQ Level:</b>	4 + 5
<b>1.6 Programme Title:</b>	Sport Development and Coaching
<b>1.7 Mode and Duration of Study:</b>	Full Time – 2 years Part Time – 4 years
<b>1.8 School:</b>	Sport, Exercise & Rehabilitation
<b>1.9 HECOS Code:</b>	100096
<b>1.10 Collaborative Provision Arrangement:</b>	None
<b>1.11 UCAS Code(s):</b>	CP20
<b>1.12 Admission Criteria:</b>	<p>Normal University entrance criteria apply (please refer to the website for further details).</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.</p> <p>In addition to the above, preference will be given to applicants with one or more of the following:</p> <ul style="list-style-type: none"><li>• Engagement in sport as a participant, coach, leader or volunteer</li><li>• NGB Coaching Awards</li><li>• Leadership Awards (JSLA or CSLA or HSLA) or equivalent</li><li>• Work experience (ideally in the sport and leisure sector)</li><li>• Access Qualification – Pass</li></ul> <p>Applications from non-traditional learners will be encouraged and their acceptance on the programme will reflect their work</p>

	experience and ability to adapt to Higher Education.
<b>1.13 Accrediting Professional Body/PSRB:</b>	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Events, Hospitality, Leisure, Sport and Tourism, 2019
<b>1.15 Other External Points of Reference:</b>	
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework, Advance HE (former HEA) Employability Framework
<b>1.18 Foundation Degree Progression Routes:</b>	BA Sport Development and Coaching – 1 year progression.
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	December 2019
<b>1.21 Date of Commencement:</b>	September 2020
<b>1.22 Review Date:</b>	September 2026

## 2. Programme Outline

The Foundation Degree Sport Development and Coaching establishes a contextualised understanding of the development of sport and coaching. The programme sits within a broader Sport Development and Coaching curriculum model.

The Foundation Degree (FdA) in Sports Development and Coaching is the only ‘sports’ based Foundation Degree offered by Plymouth Marjon University. A Foundation Degree programme in Sport Development and Coaching has been run on campus since 2008. The FdA sits within a three-year sport development and coaching curriculum and supports a smooth transition of non-traditional students through to honours level study.

The FdA Sport Development and Coaching offers improved access to Higher Education, ensuring equality of opportunity and widening participation through an alternative entry route into Higher Education for both ‘traditional’ and ‘non-traditional’ entrants, including those who are already in employment. Foundation Degrees therefore appeal to ‘learners wishing to enter the profession as well as those seeking continuing professional development’ (QAA 2004:3). This helps students from varied cultural and social backgrounds to fulfil their potential in intellectual, practical and vocational settings within the sport and physical activity sector.

Our FdA Sport Development and Coaching degree offers an alternative entry qualification, beyond a traditional three-year degree programme for students who are passionate about sport, physical activity and coaching. The programme allows students to develop their knowledge, understanding and experience of the development and management of sport and physical activity as well as the important role of coaches in a variety of applied contexts. The Sports Development and Coaching programme provides students with the opportunity to learn more about the trends, issues and challenges in creating a more active nation, the

creation of high-quality sporting opportunities within various environmental contexts, and the crucial role of the coach as part of this process.

The programme is commensurate with current government thinking around the impact of sport which 'looks beyond simple participation to how sport changes lives and becomes a force for social good' by helping students to understand the wider transformative impact of sports development and coaching work. Sport England (2016) and UK Coaching (2017) have provided a new and broader definition of coaching, which is aligned with what is arguably considered to be the very ethos and culture of much traditional 'sports development' work. They define coaching as 'improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations'. Such a statement challenges what we deem to be effective coaching, but also considers the impact of our work in creating high quality sport and physical activity experiences to benefit the health of the nation, lower crime, improve education, or in its purest sense, clearer player and participant pathways to aid retention in community sport. Essentially, coaching can bring individual and personal wellbeing to both the coach and the participant, but perhaps most pertinently can make a valuable, social and economic contribution to society by building stronger and healthier communities. In short, the Foundation Degree Sport Development and Coaching programme proposes to help students to understand the applied work of sports development practitioners, including coaches, in acknowledging their role in contributing to the health, wellbeing and development of wider society.

The programme covers core issues in sport development and coaching as an area of academic and applied study to equip students with a broad understanding of local, national and international aspects. Students develop critical analysis skills and work towards increasing independence. Work-based learning opportunities and placements provide valuable professional experience to enhance students' applied understanding and to build a network of industry contacts. The University and programme team have well-established partnerships with a diverse range of organisations, including professional and amateur sports clubs, leisure companies, local authorities and charitable organisations.

Students are strongly encouraged to use these networks to accrue a range of additional volunteering or work experience, which they can then formally record using Marjon's Volunteering programme. Students are also encouraged to engage with activities and opportunities offered by the Futures employability team to further enhance their experiences and professional networks.

The impact of globalisation is considered through integration of international examples and case-studies. Additionally, students have the opportunity to gain international experience through study abroad options and through the university's relationship with Camp America.

The programme aims to develop individuals with a both applied theoretical and practical understanding of sport development, physical activity, and coaching that is applied to the sports industry to enhance 'professionalism' within the sector. The successful completion of the programme will give the graduate the skills necessary to work within and beyond sports

sectors and to continue to study at Level 6 to achieve a BA Honours Degree in Sport Development and Coaching.

## **2.1 Integrating Sustainability into the Curriculum**

### **Defining Sustainability**

Although sustainability and sustainable development has various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

## **Education for Sustainable Development**

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable practices aligned to sport development and coaching and the sector landscape. This will be enhanced by teaching and learning activities such as: Visiting lecturers with subject specific sustainability knowledge, work-based learning with the corporate social responsibility arm of organisations, and reflection on values of social and ecological sustainability.

The programme is designed to be resource efficient whilst providing a strong academic and industry education for students. The programme is designed to utilise modules from the School of Sport, Health and Wellbeing, which are shared with across programmes so that classes are resource efficient and highly effective to enhance the student experience through a cross-pollination of ideas, experiences and opportunities across the programme teams and staff expertise.

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of sport development and coaching and are particularly addressed within the modules SDEC52, SMBC01, SVCC51 and SDED51. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment using e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

## **3. Distinctive Features**

The Foundation Degree in Sport Development and Coaching is a distinct offering inasmuch that it is the only sport-focussed award at Level 5 at Plymouth Marjon University and offers improved access to Higher Education, ensuring equality of opportunity and widening participation through an alternative entry route into Higher Education for both 'traditional' and 'non-traditional' entrants, including those who are already in employment. The programme builds upon the good practice developed by the University with regards to its vocational relevance and its alignment with sports industry career paths.

The distinctiveness of foundation degrees depends upon the integration of the following

characteristics: 'employer involvement; accessibility; articulation and progression, where appropriate, with or through higher education or further education; flexibility; and partnership. While none of these attributes are unique to foundation degrees, their clear and planned integration within a single award, underpinned by work-based learning, makes the award distinctive' (QAA 2015:4).

In order to ensure the coherence, balance and integrity of the FdA Sport Development and Coaching Programme, we utilise a number of external reference points, including the relevant Quality Assurance Agency (QAA) benchmark statements, QAA Foundation Degree qualification benchmark statements and QAA benchmark statements for 'Hospitality, Leisure, Sport and Tourism'. The Sport Development and Coaching programme has been designed with reference to employers locally and through CIMSPA endorsement. Distinctive features can be summarised as follows:

- Alignment with CIMSPA accreditation, which will place the programme right in the centre of contemporary developments within this dynamic field.
- Close liaison with key local delivery partners across both years of study giving students the chance to build networks through their involvement in real community projects, work-placements and events.
- Assessments closely aligned to student experiences on real projects with real organisations; which encourages each student to reflect upon the impact of their own work, and also the legacy provided to enhancing sport and physical activity in the local community.

Lecturers have extensive knowledge of the sports industry in sport management, sport development, coaching, and health and physical activity, and long-standing partnerships with the sports industry and an extensive alumni network (3.1). Students have excellent opportunities and networks in both sport development and coaching through industry partnerships, real-world experience, work-based learning. There are opportunities for field trips and off-site visits with local and national sports organisations and event providers (3.2). Finally, the programme is also distinctive through its accreditation through the endorsement from the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) (3.4 and 10).

### **3.1 Industry Partnerships**

A special feature of the Sport Development and Coaching programme is the strong link with sport and physical activity providers and industry placements. Plymouth Marjon University has a strong alumni network of practitioners within public, private and voluntary sector organisations, including National Governing Bodies (NGBs), Active Partnerships (AP), School Sport Partnerships (SSPs) and local authorities, and professional sports clubs such as Plymouth Argyle FC, Plymouth Raiders Basketball Club and Plymouth Albion RFC. These links provide students with the opportunities to develop their employability skills by being actively involved in a real-life sports project in partnership with sector organisations which subsequently helps to build professional confidence, identity and networks. The programme aims to foster a culture of continued personal and professional reflection to support career development planning.

### **3.2 Field trips and community engagements and events**

Students will have the opportunity to undertake field trips and a range of curriculum enrichment activities via sports and physical activity and event providers. There are opportunities embedded within modules and through volunteering to assist and lead with the delivery community sports events in collaboration with local partner organisations.

### **3.3 Accreditation and Endorsement**

The programme is designed to achieve endorsement of the 'Assistant Coach' professional standard through the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This accreditation ensures that the programme is aligned to industry best practice and with sector and employer expectations. The University, students and sector employers will recognise the quality of Marjon graduates, and therefore the benefits of endorsement benefits students long after graduation (see section 10 accreditation).

## **4. Programme Aims**

### **General Programme Aims:**

- To help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and applied practical settings by providing an alternative entry point to 'non-traditional' HE students to university study.
- To provide a stimulating and caring learning environment in which students feel secure and motivated to learn in applied, work-based, academic and independent contexts.
- To develop students' applied critical thinking and reflection in academic and practical domains where students work towards growing independence taking responsibility for both academic and professional action plans.
- To prepare students for honours level study or employment by equipping them with a diverse range of academic and industry skills and work-based competences.

### **Specific Programme Aims:**

- To develop an applied understanding of the concepts, theories and principles related to sport development and coaching.
- To develop an applied awareness and insight of the application of sport development and coaching processes involved across diverse groups and settings.
- To enhance employability with the development of a range of skills and attributes relevant to the sport and physical activity sector.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities in community environments and the workplace.
- To develop core academic skills necessary to be able to take full advantage of further study, including progression on to Honours level study.

## **5. Programme Learning Outcomes**

## **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. An applied understanding of the concepts, theories and applied issues related to sport development and coaching.
2. An applied understanding of the core issues related to inclusive practice, soft customer skills, leadership and strategy in sports and physical activity initiatives and events.
3. An ability to plan, deliver and evaluate applied practice in coaching individually and in groups that take account of client, stakeholder and customer needs and perspectives.
4. An applied understanding of good practice, taking account of moral, ethical and inclusive practice, which underpin professional practice in sport.

## **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

5. The ability to describe, review, synthesise and evaluate relevant and appropriate academic and industry literature in the context of sport development and coaching.
6. The ability to assess and evaluate evidence to develop evidenced based arguments from academic and professional contexts.
7. An ability to use and interpret knowledge and information to understand problems and consider appropriate actions in applied, operational and practical contexts to sport development and coaching.
8. An ability to understand research methodologies and interpret the findings of research to sport development and coaching.

## **Practical skills:**

By the end of this programme students should be able to demonstrate:

9. The ability to plan, deliver and evaluate effective sport and physical activity coaching interventions, individually and in groups, taking account of the diverse needs of customers, clients and stakeholder across diverse sport sector settings.
10. The ability to utilise effective communications and networking skills to build relationships with key individual and organisations in the sports industry.
11. The ability to understand and apply appropriate quantitative and qualitative techniques for data collection, presentation and analysis;
12. The ability to lead or assist with real-world sport projects and events.

## **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

13. The ability to articulate and explain information through verbal and non-verbal formats appropriate to a variety of audiences.
14. The ability to communicate and collaborate effectively as a member of a team and take responsibility for leadership where appropriate.
15. The ability to work independently, to reflect and evaluate personal strengths and weaknesses in knowledge, skills and experience related to the sport

development, physical activity and coaching environments and take responsibility for continuous professional development.

16. The ability to select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets and other software packages
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).

## 6. Learning and Teaching Methods

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including <i>VLEs</i> , self-directed study etc.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Experimental Learning Activities	Students are engaged in practice, practical, or applied experiences and coaching.
Field Trip/Offsite Visits	Students engage with an off-site visit and experiences through field work.
Formal Coach/Leader Education	Certificated coaching / activity leadership education.
Group Discussions	A focus group work together to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts.
Guest Speakers	Using specialists from the sports sectors to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience.
Independent Study	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as reading lists and the virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Industry Simulation	Industry simulation may be employed if real-world projects are curtailed due to un-foreseen circumstances that may prohibit

	direct industry contact. Simulation may include internal industry projects for the university.
Lectures	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Practical	Students engage in practical physical activities as both coach and participant.
Practical Sessions/Projects	Student activity e.g. learning a skill or group work. This can also project delivery in the local community or with local sports organisations.
Seminar	A larger group of people (e.g. 12-20) following up something that has already been introduced on the course. Often involves relevant reading followed by discussion/group tasks.
Student Event Management	Students engage in the planning, delivery and evaluation of real-life sports events working collaboratively together and with sports industry professionals.
Student Practice	Students practice their applied coaching skills with peers. This practice is then extended to work with external clients.
Tutorials	One-to-one teaching usually for counselling purposes based on the learners' work.
Work-Based Learning	A work-based learning placement in a sports related organisation, where students engage with industry professionals in a professional sport development / coaching environment. W-B Learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a sports industry operational setting.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

## 6.1 Learning Enhancement

The central teaching and learning methods are identified on individual module descriptors. Where applicable module delivery is enhanced via the application of any of the teaching methods identified in Section 6 (above).

## 6.2 e-Learning

Members of the subject team all utilise the Marjon VLE as a mechanism to provide a variety of e-learning opportunities to students. This includes lecture capture, lecture and seminar materials, e-journals, e-books, online class tests, and news forums. Teaching examples include the use of Edublogs to review placement experiences, on-line assessments and the provision of podcasts, discussion forums and reusable learning objects. The use and deployment of e-resources in delivery of the Sport Development and Coaching programme is crucial to maintain professional standards and allow the dissemination of information between students, academics and guest practitioners whose material can be stored and distributed on the VLE repository. Students within the Sport Development and Coaching programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience in order to develop applied skills and to communicate their experiences to future employers via appropriate social media planforms.

## 7. Modes of Assessment

The assessment strategy of the programme includes a range of applied assessment methods that incorporate the formative and summative achievement of learning outcomes.

Achievement of learning outcomes is formative through responses to assessment-orientated activities in lectures, seminars and applied practical activities including industry and community placement. Students are required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated on the VLE. Students are provided with assignment guidance and Marking Frameworks are made available so there is transparency in the marking criteria, so students have a clear understanding how to achieve higher grades, why they achieved the grade they did, and how they can aim to improve current and future assignments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding, professional, practical skills and transferable skills. Students are encouraged to reflect on their own practice within assignments and take responsibility for continuous improvement in their learning journey through HE and onto professional practice. The University uses Turnitin electronic assessment submission, this allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback

Method	Description
Case Study	A detailed investigation into a specific issue or organisation that allows for deeper understanding of contextual and specific knowledge. Cases can be considered in line with academic and theoretical knowledge or industry practice to identify good practice and areas for development.
Critical Review/Literature Review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Essay	A written response to a sport business management question based on synthesis and analysis.
Event Delivery	Group practical, with professional assessment of execution of event. Through group work, students will work in partnership to produce develop and deliver a sport or physical activity event in collaboration with an industry partner.
Event Reflection	Students are also assessed on their ability to reflect on their learning experience through the event planning, delivery and evaluation stages of the event management cycle.
Online in class test (multiple choice)	Students are examined on a topic related to Sport Development and Coaching under exam conditions through an in-class test and are given multiple-choices of answers to set questions to test knowledge and understanding.
Presentation	A talk illustrated/supported by a variety of audio-visual aids, which

(Individual or Group)	demonstrates knowledge and understanding of a selected topic in sport business management either as an individual or in small groups.
Portfolio	A portfolio of engagement with class related tasks and independent tasks related to the applied practice of Sport Business Management principles and practices.
Portfolio (Practical)	A resource folder containing a collection of evidence of practice associated to the specific discipline or experience in sport business management. This is completed online via an edublog project work, feedback from organisation, a weekly blog, hours sheets/logs, their checklist of tasks against their placement learning objectives.
Portfolio (Reflective)	Portfolios enable students to capture practical and industry related experience and practices and to reflect upon and evaluate their current and future learning in relation to these. Students complete a reflective essay based on their placement experience, engaging in reflection and critique their application of business management experiences in relation to their own personal journeys and graduateness/employability.
Poster Presentation	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed, specific to the information contained within the poster. Assesses knowledge of the topic and effective communication skills.
Practical Coaching Session / Coaching based practicals	Planning, delivery and evaluation of sport coaching, sport and physical activity delivery. Practical performance measured against set criteria using recognised guidelines or national awards
Reflective Portfolio	Based upon practical experiences throughout the module, including community visits. Records and reflections of applied industry/community.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Research proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of sports related research.

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

Work-based learning approaches are embedded throughout the programme through University-employer partnerships and collaborations including guest speakers, field trips, applied placement, work-based placement and events.

Foundation Degree students take part in an applied placement in either a 'work-base' or a community sport setting through the SVCC51 Community Sport module in semester B in year one. Practical coaching is delivered in the 'work place' in year 1 through SDEC55

Coaching for Sport and Physical Activity, and Year 2 through SCPD04 Coaching Theory and Practice where students coach 'real clients' in community or school settings.

An extended period of work-based learning takes place at Level 5 through SDED52 Work-based Learning: Sport Development and Coaching where student plan, engage and reflect on block or serial placement working in the sports industry. Through SBMD01 Sport Event Management students work in small groups with a local professional sports organisation to plan, deliver and evaluate a community based sports or physical activity event.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SDEC51</a>	Introduction to Sport Development and Coaching <i>(Immersive module)</i>	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SDEC52</a>	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SBMC01</a>	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
<a href="#">SDEC53</a>	Organisations in Sport, Physical Activity and Physical Education	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SVCC51</a>	Community Sport	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SDEC55</a>	Coaching for Sport and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

## Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SDED51</a>	Sport and Physical Activity Policy to Practice	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SBMD01</a>	Event Management in Sport & Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
<a href="#">SDED52</a>	Engaging in Employability: Sport Development and Coaching	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
<a href="#">SDED53</a>	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
<a href="#">SDED54</a>	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SCPD04</a>	Coaching and Theory in Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

Key: Semester X = A & B

## Part Time

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEC51	Introduction to Sport Development and Coaching <i>(Immersive module)</i>	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC55	Coaching for Sport and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMC01	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
SDEC53	Organisations in Sport & Physical Activity	20	100% Coursework	Semester B	Compulsory	Condonable
SVCC51	Community Sport	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDED51	Sport and Physical Activity Policy to Practice	20	100% Coursework	Semester A	Compulsory	Condonable
SBMD01	Event Management in Sport & Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
SCPD04	Coaching and Theory in Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

#### Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDED53	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
SDED52	Engaging in Employability: Sport Development and Coaching	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

#### Threads Level 4

Module Code	Module Title	Thread
SDEC51	Introduction to Sport Development and Coaching	1 & 7
SDEC52	Foundations in Sport Development	2 & 3
SDEC55	Coaching for Sport and Physical Activity	4
SBMC01	Introduction to the Management of Sport	6
SDEC53	Organisations in Sport & Physical Activity	6
SVCC51	Community Sport	5 & 8

## Threads Level 5

Module Code	Module Title	Thread
SDED51	Sport and Physical Activity Policy to Practice	2 & 3
SBMD01	Event Management in Sport & Physical Activity	6 & 8.
SDED53	Inclusion in Sport and Physical Activity	4 & 5
SCPD04	Coaching and Theory in Practice	4
SDED52	Engaging in Employability: Sport Development and Coaching	7 & 8
SDED54	Research and Critical Inquiry in Sport	1

- 1: Study skills, research skills and reflective practice
- 2: Core themes in sport development, development of sport and development through sport
- 3: Sport policy to practice
- 4: Coaching theory to practice
- 5: Community: inclusion and inclusive practice
- 6: Organisation and Management of Sport
- 7: Career development and employability
- 8: Applied experience (work based/work orientated) and reflective practice

## 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The programme is mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA's) Professional Standard, 'Assistant Coach'. Upon successful confirmation of CIMSPA's endorsement, students can achieve the 'Assistant Coach' professional endorsement. CIMSPA 'Coach' criteria is mapped to Level 4 and 5 modules but can only be achieved if students take the 1-year Level 6 progression programme.

## 12. Professional Advisory Group

The team is working with key industry partners who act in the capacity of a formal Professional Advisory Group. Industry practitioners are key players in the programme and contribute through module delivery and therefore there is an ongoing dialogue with professionals across the sector. The Sport Professional Advisory Group operates according to the terms of reference which outlines the role and function of the group. Essentially the Sport Professional Advisory Group acts as local consultants to support the quality of the degree programme and to enhance student learning and assessment in both academic and applied contexts.

## 13. Academic Progression Opportunities

Students can progress to the BA (Hons) Sport Development and Coaching programme and therefore achieve a full degree within three years studying at Plymouth Marjon University. Students may also access other HE providers who offered honours level progression programmes.

## 14. Employability and Career Progression Opportunities

As a highly transferable Foundation degree graduates will have the option to move into a variety of careers across the sports landscape in the commercial, public and voluntary sector organisations. The programme is aligned to CIMSPA professional standards 'assistant coach' which aligns to the sports industry. The programme is mapped to CIMSAP industry endorsement where specific criteria is mapped as part of the endorsement process to specific modules. These mapping documents are available upon request and CIMSPA complete an annual check of the programme.

Employability is embedded in the programme in the first year from the immersive module in semester A, through to applied modules in coaching (SDEC55 Coaching for Sport and Physical Activity) and through aligned practical experience through a short community placement in SVCC51 Community Sport. In year two employability is embedded through connections with sports industry partners through SBMD01 Event Management in Sport & Physical Activity and through a formal industry placement through, SDED52 Engaging in Employability: Sport Development and Coaching. Students employability is also enhanced through their demonstrate applied inclusive practice through SDED53 Inclusion in Sport and Physical Activity and finally applied coaching in community and professional settings through SDCD04 Coaching Theory and Practice.

Specific Sport Development and Coaching Management career options include:

- Sport Development Officer (Local Government, Commercial Sector, or National Governing Body)
- Sports Coach
- Inclusion Officer
- Women's and Girls Development Officer
- Physical and Mental Wellbeing Officer
- Physical Activity Officer
- Sport Event Management
- Sport Facility Management
- Sports Administration
- Sports Business Owner

The School of Sport Health and Wellbeing have a distinguished number of Alumni who we continue to work in partnership with. Our Alumni provide inspiration, support and guidance and placement and employment opportunities for students and graduates. Alumni for part of the Sport Professional Advisory Group who work with the programme team and who contribute to the programme through guest lectures, applied events and work-based learning

The core employability themes are from the programme are expanded specifically below.

- **Analytical thinking and innovation** – students are able to identify and define problems in Sport Development and Coaching, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified. Students achieve this through developing critical thinking skills, research skills to understand and balance evidence and test these in applied settings and develop solutions to

improve the development and delivery of sport.

- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. This is achieved through the discussion engagement in academic and applied reflective practice through module experiences which are supported through the Personal Development Tutor.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion. Students develop these skills throughout the programme, as part of the very nature of higher education. This is introduced through SDEC51 Introduction to Sport Development and Coaching, and which are developed through understanding the research process (SDED54 Research and Critical Inquiry in Sport).
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings through applied practice in SBMD01 Event Management in Sport and Physical Activity, work-based learning (SDED52 Engaging in Employability: Sport Development and Coaching) and SDED53 Inclusion in Sport and Physical Activity, and SCPD04 Coaching Theory and Practice.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal. Students demonstrate applied leadership through SBMD01 Event Management in Sport and Physical Activity, work-based learning (SDED52 Engaging in Employability: Sport Development and Coaching).
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. This is achieved through the immersive module SDEC51 Introduction to Sport Development and Coaching and developed to consider the customer experience and customer service in SBMC01 Introduction to the Management of Sport.
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.
- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. Microsoft 365 and Teams, using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate

digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

## 15. Support for Students and for Student Learning

FdA students take part in integrated sessions with the normal expectations of HE students. FdA students are not considered academically inferior to BA students, as our experiences have proven FdA students can be the most able and motivated and out-perform BA honours students. Additional support is available to FdA Sport Development and Coaching students through a weekly timetabled programme seminar session to support on all aspects of their HE experience. This session is supported by the FdA Sport Development and Coaching Personal Development Tutor (PDT).

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

\*Each student has a Personal Development Tutor (PDT) who takes a pastoral, academic and career development support role. They work with students on continuous academic and professional development and sign-post to additional student support opportunities as outlined above.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication. Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

## **17. Other Stakeholder Feedback**

Local partners continue to be very supportive of this programme and employ alumni from the programme. Sports partners have acknowledged the growth in applied programmes in coaching and have highlighted the need for students to understand coaching within the wider context of their organisations engagement with sport development practices.

Sport students were consulted on the development of this provision through SSLC meetings and via a specific curriculum consultation event. Our current students have been very supportive of the programme aims and structure.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.