

**Section 1: BASIC INFORMATION**

|      |   |  |
|------|---|--|
| 1.1  | <b>Awarding Institution:</b>                | University of St Mark & St John  |
| 1.2  | <b>Teaching Institution:</b>                | (i) University of St Mark & St John<br>(ii) Richard Huish College ( Taunton)   |
| 1.3  | <b>Locus of Delivery:</b>                   | (i) University of St Mark & St John<br>(ii) Richard Huish College ( Taunton)   |
| 1.4  | <b>Final Award Title:</b>                   | <b>Foundation Degree Arts</b>  |
| 1.5  | <b>FHEQ Level:</b>                          | <b>4 &amp; 5</b>   |
| 1.6  | <b>Programme Title:</b>                     | <b>Sport Development and Coaching</b>  |
| 1.7  | <b>Mode and Duration of Study:</b>          | Full time 2 years full time / Part time 4 years  |
| 1.8  | <b>UCAS Code(s):</b>                        | C156   |
| 1.9  | <b>Admission Criteria:</b>                  | <p>BA 180 A-Level DDD BTEC MMP</p> <ul style="list-style-type: none"> <li>• DBS check as per University policy</li> <li>• GCSE English Grade C and above</li> <li>• Level 3 qualification (eg A-level)</li> </ul> <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>• Applications from non-traditional learners will be encouraged and their acceptance on the programme will reflect their work experience and ability to adapt to Higher Education.</li> <li>• Access Qualification – Pass</li> </ul> <p>Recruitment follows University policies, which promote equality of opportunity.<br/>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent</p> |
| 1.10 | <b>Accrediting Professional Body/ PSRB:</b> | Not applicable   |
| 1.11 | <b>QAA Subject Benchmarking Group(s):</b>   | Hospitality, Leisure, Sport and Tourism, 2008  |
| 1.12 | <b>Other External Points of Reference:</b>  | <p><a href="#">QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, 2015</a></p> <p><a href="#">QAA UK Quality Code for Higher Education</a></p>   |

|             |   |  |
|-------------|---|--|
|             |   | <a href="#">Foundation Degree Characteristics Statement 2015</a><br>SkillsActive Endorsement                                   |
| <b>1.13</b> | <b>Language of Study (for learning, teaching and assessment):</b> | English  |
| <b>1.14</b> | <b>Work-Based Learning Arrangements:</b>                          | SVCD90 / SPDD24 Sport Event Management   |
| <b>1.15</b> | <b>Foundation Degree Progression Routes:</b>                      | Direct entry to BA Sport Development; BA Sport Development (Coaching and School Sport) BA Sport Development (Sport Management) |
| <b>1.16</b> | <b>Arrangements for Distance Learning:</b>                        | n/a  |
| <b>1.17</b> | <b>Original Date of Production:</b>                               | November 2015  |
| <b>1.18</b> | <b>Date of Commencement:</b>                                      | September 2016   |
| <b>1.19</b> | <b>Review Date:</b>   | September 2022   |

## 2. Programme Outline

The Foundation Degree Sport Development and Coaching establishes a contextualised understanding of the development of sport through core modules, with a specific focus on Coaching. The programme sits within a broader Sport Development curriculum model. Sport Development is a multi-disciplinary and the core curriculum draws from the academic disciplines / sub-disciplines of public policy, sociology and management studies that underpin sport development academically and in applied practice. The FdA Sport Development and Coaching programme engages in the study and applied application of sports coaching this is explored in greater depth through core modules in applied contexts. The programme is underpinned by current research, theoretical discourse and professional practice. Importantly, the programme is designed for students to become practically competent when working in the sport development sector.

The Foundation Degree (FdA) in Sports Development and Coaching will be the only 'sports' based Foundation Degree offered by the university. Foundation Degree programmes in Sport Development has been run on campus since 2008. The FdA sits within a three year sport development 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 leisure sector.

In order to ensure coherence, balance and integrity of the FdA and BA Sport Development Programmes a number of external reference points have been used including the relevant Quality Assurance Agency (QAA) Foundation Degree benchmark statements, QAA benchmark

statements for 'Hospitality, Leisure, Sport and Tourism', and the Skills Active Frameworks for Foundation Degrees which provide additional programme specific reference points. The Sport Development programmes have been designed in consultation with employers (undertaken via the Skills Active consultation) and with the local sports industry representatives and students. It offers a balance of intellectual and practical skills and the related opportunities to apply such learning within the workplace to ensure students are equipped with relevant knowledge and skills so they are prepared for employment or further study.

The programme team are members of the European Sport Development Network and are engaged with the Charter Institute for the Management of Sport Physical Activity (CIMSPA). CIMSPA are developing an endorsement scheme for Higher Education Qualifications and the team are engaged with these discussions with a view to exploring endorsement once the scheme is established and if this is appropriate. These engagements compliment and local industry networks with more formal industry bodies.

### **2.1 Integrating sustainability into the curriculum**

The curriculum is influenced by a sustainability agenda through the policy, process and practice of Sport Development. Sport Development projects have sustainability principles in terms of the legacy of regenerative projects, such as the London Olympic Games, that have sustainability in the built environment, and human legacy, at their core. Sustainability principles are also considered with smaller scale sports projects that impact upon local communities. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity, within and through sport. The programme team work alongside other university-wide agendas such as employability and student engagement to embed these concepts wider. The programme team aims to lead by example. We will reduce our impact on the green environment, through the use of e learning, e-submission and e-books. The programme team are responsible for embedding sustainability into the curriculum.

---

### **3. Distinctive Features**

The Foundation Degree in Sport Development and Coaching is a distinct programme offering inasmuch that it is the only Sport focussed award at Level 5. The FdA fits within a broader sport development curriculum model. The FdA SDC 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 leisure sector.

The FdA SDC builds upon the good practice developed by the University of St Mark and St John Marjon 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 coherence, balance and integrity of the FdA Sport Development Programmes a number of external reference points have been used 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' provide additional programme specific reference points. The Sport Development and Coaching programme has been designed in with reference to employers (undertaken via the Skills Active accreditation guidance) and with the local sports industry representatives and students. It offers a balance of intellectual and practical skills and the related opportunities to apply such learning within the workplace to ensure students are equipped with relevant knowledge and skills so they are prepared for employment or further study.

The programme is specifically focused towards developing students' knowledge and understanding of sports development and coaching and applying this within sport development practice. Skills Active suggests that the heterogeneity of the sports development workforce is one of its core features (Skills Active 2006). The programme specifically aims to provide a broad approach to sport development and coaching to enable students to understand the breadth of the field and the variety of opportunities to develop careers in sport. The focus on coaching reflects the experiences of the previous successful FdA provision in Sport Development and Coaching, this effectively keeps multiple career and progression routes open to students.

A special feature of the Sport programme is the strong links with sport development practitioners through key sports development partners, including Alumni practitioners, National Governing Bodies, County Sports Partnerships, School Sport Partnerships and Local Authorities, and the commercial and voluntary sectors. Student engage through volunteering, work placements, projects and events, and undergraduate research, thus providing students with the opportunities to develop their employability skills, a core feature of Foundation Degrees, by being actively involved in real-life sports development and coaching initiatives and building their professional network.

Sports Development practitioners and coaches are at the centre of developments in elite sport, mass participation, or sport for wider social policy objectives. Coaches are responsible for the hands on delivery of much sports development activity. It is therefore vital that coaches understand and appreciate the context in which they work and are able to vary their delivery style depending on the sports development objectives of the project, be this the development 'of' sport or development 'through' sport. An ability to understand and develop sport in a variety of contexts and deliver practical coaching to facilitate this is a very powerful combination. Students on the FdA Sport Development and Coaching will have the opportunity to achieve the Level 3 AfPE qualification 'supporting delivery of P.E and School sport' that is integrated into the programme. Students will have access to a digital sport development events calendar to provide visibility of all learning enhancement opportunities within the subject area. The programme also has an annual Sport Development Awards evening to celebrate student achievement.

---

#### **4. Programme Aims**

The Programme aims to:

- Develop students' critical thought, intellectual reasoning and practical competence for application to diverse settings.

- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific programme aims:

- To develop a critical understanding of the concepts, theories and principles related to Sport Development and Coaching
- To develop a critical awareness and insight of the policies, planning, management and processes involved in the development of sport in a variety of settings.
- To enhance employability with the development of a range of skills and attributes relevant to the sector.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.

---

## 5. Programme Learning Outcomes

### Knowledge & understanding:

By the end of the Foundation Degree programme students should be able to demonstrate:-

1. Demonstrate an understanding of the concepts, theories, political contexts and issues related to Sport Development and Coaching;
2. Demonstrate an understanding of the processes involved in the facilitation of Sport Development in a variety of settings ranging from local to international;
3. Plan, deliver, and evaluate applied practice pertinent to sport development populations and settings
4. Demonstrate an ability to apply and interpret the findings of research to Sport Development and Coaching;
5. Appreciate and demonstrate an understanding of the moral, ethical, educational and legal issues which underpin professional practice in sport development and coaching;

### Intellectual skills:

By the end of the Foundation Degree programme students should be able to demonstrate:-

6. Assess and evaluate evidence to develop reasoned and informed argument;
7. Describe, analyse and interpret data using a variety of appropriate techniques;
8. Use and interpret knowledge and information to solve problems in theoretical and practical contexts;
9. Research and evaluate theories, principles and concepts in Sport Development with increasing independence;
10. Apply existing theories, concepts and techniques to solve new problems;
11. Take responsibility for their learning and continuing professional development.

### Practical skills:

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

12. Demonstrate safe and effective practice in a variety of Sport Development settings; to include risk assessment and the identification of emergency procedures;
13. Demonstrate technical proficiency across a range of practical contexts in Sport Development and coaching;
14. Undertake appropriate needs analysis to inform the design of coaching sessions pertinent to sport development populations;
15. Demonstrate competence in the ability to communicate ideas, concepts and disseminate good practice.

**Transferable / key skills:**

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

16. The ability to communicate effectively in a variety of forms;
17. The ability to communicate critically reflect and evaluate personal strengths and weaknesses;
18. The ability to communicate work effectively as a member of a team and take responsibility for leadership where appropriate;
19. The ability to communicate select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets and other software packages;
20. The ability to communicate select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving;
21. Confidence to challenge received opinion and debate in a professional manner.

---

## **6. Learning and Teaching Methods**

### **6.1 Learning Enhancement**

The FdA Sport Development and Coaching programme adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport development to professional practice. Modules carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective Module Leaders and Lecturers.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course will employ a variety of approaches, such as field trips, guest speakers, course conferences and applied practice with industry, event management, project work, industry placements, promoting voluntary placements, and access to and promotion of industry qualifications. An annual Sport Development Awards night recognises, and celebrates good practice. The activities and events across the programme are to be captured via

a digital Sport Development Event calendar (following a successful Teaching and Learning Award) so students have visibility and overview of learning opportunities that are integrated in their programme, but decoupled from modules and years to allow students to continue to access a wide range of learning opportunities.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

|   |   |
|---|---|
| <b>Case Studies</b>                             | A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.   |
| <b>Computer based learning / E-learning</b>     | Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.  |
| <b>Crit / Group Critique</b>                    | The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.   |
| <b>Critical reflection:</b>                     | Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.   |
| <b>Directed Study and reading</b>               | Specific reading task set by the lecturer for students.   |
| <b>Electronic material</b>                      | This includes moodle based exercises and other software   |
| <b>Field work</b>                               | Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room |
| <b>Group discussions</b>                        | A focus groupwork together to discuss opinions and gauge their responses to specific stimuli.   |
| <b>Group Work</b>                               | Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.  |
| <b>Guest speaker</b>                            | Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.  |
| <b>Independent learning/directed self study</b> | Activities where an individual learner conducts research, or carries out a learning activity, on their own.   |
| <b>Lectures/whole group lecturers</b>           | Subject introduced and delivered by the teacher in a specific time which transmits information  |

|   |  |
|---|--|
| <b>Observation (methods)</b>  | Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.   |
| <b>Peer group study</b>   | A learning event in which one learner, or a small group of learners, helps other learners with a particular subject  |
| <b>Personal and professional development planning:</b>                          | Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.   |
| <b>Practical sessions (including Field and Laboratory based investigations)</b> | Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.   |
| <b>Presentations</b>  | Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.  |
| <b>Seminar groups</b>   | These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example. |
| <b>Student-led presentations</b>  | Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.  |
| <b>Tutorials</b>  | One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.  |
| <b>Video viewing and analysis</b>   | Students view instructional/educational videos for academic content  |
| <b>Virtual Learning Environment</b>   | A software system designed to support teaching and learning in an educational setting.   |
| <b>Work based tasks</b>   | Learning events which take place within a working environment enabling learners to develop 'real' skills and practices   |
| <b>Workshops</b>  | A group of people engaged in intensive study or work normally in a creative or practical field.  |

## 6.2 e-Learning

The team recognises the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team are developing a digital Sport Development event calendar to support students' experience by making available key programme events and activities within modules available to all students across the three years of the programme. For example learning enhancement activities such as course conferences and field trips will be publicised in an annual calendar and available to all students. The programme also has a twitter feed that encourages dissemination of practical sport development information



from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

---

## 7. Modes of Assessment

The assessment strategy of the Sport Development and Coaching is to use a range of 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 activities. 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 in module guides and incorporated into assignment marking criteria to guide the student. Following feedback from the External Examiner, Marking Frameworks are made available to students so there is transparency in the marking criteria and processes and student are clear how their assessment grades are marked and how to improve their assessed work by learning to respond to the assessment criteria.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills; as well as providing opportunities to foster key and transferable skills.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will potentially avoid the temptation for plagiarism within formative and summative assessment and will support assessment against the academic criteria. 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 clearly, which was not always achieved via handwritten assessment forms.

### **Glossary of terms:**

**Application and interview:** An assessment whereby students go through the process of applying for a job and are subsequently interviewed.

**Assignment:** An extended piece of written work, which includes research and/or own reflective practice.

**Case study:** An analysis of a real-life example within the field.

**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 question based on synthesis and analysis. These may be negotiated with an academic tutor.

**Evaluation/Evaluative Report:** An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be the result of a placement, event, work experience etc.

**Examination:** Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

**Fieldwork:** Assessment based on practical work, which can take a variety of different forms according to the module.

**Online Assessment:** Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

**Oral Presentation:** A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.

**Peer evaluation:** A form of assessment in which assessments by the students are made of each other and which contribute towards the module grade.

**Portfolio / E-Portfolio / Resource File:/Reflective Portfolio:** A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievement.

**Poster Presentation:** Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills.

**Practical Assessment:** Practical performance measured against set criteria using recognised guidelines or national awards.

**Reflective journal:** An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.

**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 research.

---

## 8. Exemptions to University Regulations

none

---

## 9. Work-Based Learning / Placement Learning

A distinctive feature of Foundation Degrees are their work relevance. The FdA Sport Development and Coaching programme provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain new skills and experiences that will enhance their future employability. Students will have structured work

experience opportunities and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest.

All students that engaged in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student’s placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific workbased module runs for the whole of the second academic year. Students work within an organisation that reflects the nature of their degree programme and which aligns to their future career aspirations. Students have the option to take either the work Placement Learning Module, or the Sport Event Management Module, (which engages with real life events in the sports industry), but not both, to achieve the Work-based element of their programme alongside modules that are all orientated towards applied learning and focussed towards future employment.

Students engage with industry at several points throughout their programme, though applied projects and event management and in practical delivery and coaching. The programme is strongly vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the sports industry is integral to the programme and the breath of the sporting landscape and employment opportunities becomes apparent to students. The programme has strong industry links via its Alumni and through strong industry links. Alumni case studies provide clear links to career progression for current students.

## 10. Programme Structure(s)

### Foundation Degree Sport Development and Coaching

|         | Module Code <sup>1</sup> | Module Title   | Credits | Assessment             |                         |                           | Semester/<br>Term <sup>^</sup> | C/O*   | Non-<br>conดอนable# |
|---------|--------------------------|--|---------|------------------------|-------------------------|---------------------------|--------------------------------|--------|---------------------|
|         |                          |  |         | %age<br>Course<br>work | %age<br>Written<br>exam | %age<br>Practical<br>exam |                                |        |                     |
| Level 4 | <a href="#">SVCC90</a>   | Engaging with Learning: Sport Development and Coaching | 20      | 100                    |                         |                           | X                              | C      |                     |
|         | <a href="#">SCOC01</a>   | Coaching and Teaching: Process & Practice              | 20      | 50                     |                         | 50                        | X                              | C      |                     |
|         | <a href="#">SPDC10</a>   | Foundations in Sport Development                       | 20      | 100                    |                         |                           | A                              | C      |                     |
|         | <a href="#">SPDC11</a>   | An introduction to Sport Management                    | 20      | 50                     | 50                      |                           | A                              | C      |                     |
|         | <a href="#">SPDC12</a>   | Organisation in Sport and Education                    | 20      | 50                     | 50                      |                           | B                              | C      |                     |
|         | <a href="#">SCOC04</a>   | An Introduction to Analysis in Sport Coaching          | 20      | 100                    |                         |                           | B                              | C      |                     |
| Level   | <a href="#">SVCD90</a>   | Work-based Learning: Sport Development and Coaching    | 20      | 100                    |                         |                           | X                              | O<br>* | √                   |
|         | <a href="#">SPDD24</a>   | Sports Event Management                                | 20      | 70                     |                         | 30                        | X                              | O      | √                   |

<sup>1</sup> a definitive module descriptor is required for each module

|  |                        |                             |    |     |    |    |  |   |   |
|--|------------------------|-----------------------------|----|-----|----|----|--|---|---|
|  |                        |                             |    |     |    |    |  | * |   |
|  | <a href="#">SPDD25</a> | Research Methods            | 20 | 100 |    |    |  | X | C |
|  | <a href="#">SPDD20</a> | Sport Policy and Governance | 20 | 50  | 50 |    |  | A | C |
|  | <a href="#">SPDD21</a> | Sport and Education         | 20 | 100 |    |    |  | A | O |
|  | <a href="#">SPDD22</a> | Sport Marketing             | 20 | 100 |    |    |  | A | O |
|  | <a href="#">SCOD04</a> | Coaching Theory & Practice  | 20 | 60  |    | 40 |  | B | C |
|  | <a href="#">SPDD23</a> | Inclusion in Sport          | 20 | 70  |    | 30 |  | B | O |

**Key:**

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

\* C = compulsory; O = optional

# A V indicates that the module is non-condonable on this programme.

0\* students must select either Work-based Learning OR Sport Event Management.

---

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

n/a

---

### 12. Professional Advisory Group

An established Professional Advisory Group provides valuable guidance regarding the on-going development of the programme and placement opportunities for students. Members of the Professional Advisory Group were consulted regarding this provision and some members are Alumni of the programme or employ Alumni within their organisations. The membership of the PAG will be reviewed on an ongoing basis to ensure broad representation from industry.

---

### 13. Academic Progression Opportunities

Students with a Foundation Degree in Sport Development and Coaching will have the opportunity to pursue Honours level progression onto BA (Hons) Sport Development and Coaching and then further onto post graduate study. Students may access University of St Mark and St John Post Graduate Certificate in Education in with either a specialisms in Primary or Secondary school; Masters level study; or MRes or PhD studentships. Many students on the programme have historically gone on to higher level study, completing both the BA progression programme and then onto teacher training, with Marjon or other providers. Students will be made aware that honours and post graduate progression is available within the context of lifelong learning and long term relationships with the Alumni often results in further study in the future.

---

### 14. Employability and Career Progression Opportunities

The Sport Development and Coaching programme is uniquely positioned to provide excellent employability opportunities to graduates. The nature of sport development considers the breath of the diverse sporting landscape within the UK and beyond within the public, private and voluntary sectors. The specialism with coaching and with a schools focus provides as strong combination for future employment. The heterogeneous nature of sport development activity does not pigeon-hole students into a confined career trajectory. The programme provides a breadth of opportunity whilst allow students to follow their own interests through applied projects, placement and research. This breadth creates employment opportunities upon

graduation and also opportunities for students to utilise their degree in the long term as their careers develop. Sport Development graduates work in a wide variety sport development roles across sectors and organisations covered through the programme, the programme also has a long history of its graduates going on to work in the teaching profession within both primary and secondary schools.

There is a range of career progression and employability opportunities available for graduates of the FdA Sport Development and Coaching programme. The programme prepares students for honours, and then postgraduate level study and can provide some preparation for those wishing to progress onto teacher training or Masters programmes. There are a variety of immediate employment opportunities following graduation including, Sport Development Officers, working for Local Authorities, National Governing Bodies, County Sport Partnerships or with third sector of commercial organisations. Students opting for the Foundation Degree in Sport Development (Coaching and School) programme will be able to seek employment as a sports coach, and will be advised to gain NGB coaching qualifications alongside their degree studies. Many commercial coaching providers now offer coaching opportunities in Primary Schools through the Sport Pupil Premium that allows Headteachers the freedom to outsource both curricula and extra curricula sports coaching. . Furthermore, the programme is aligned with SkillsActive's endorsement scheme for Higher Education Sport Development programmes, demonstrating the relevance to the sector.

The FdA Sport Development and Coaching degree has been design to respond to sector specific demands but also considers the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills'. As such the students on the Foundation degree will develop employability skills in 4 ways:

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), accredited modules, industry conferences)
- Additional on /off campus activities (summer experiences, enterprise and entrepreneurship, volunteering, practical delivery, event management)
- Work placements / industry events
- Careers advice and industry style job interviews

The integration of employability skills into the curriculum has been ensured by considering the alignment of module content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- literacy and numeracy
- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities

- Leadership
- Acting resourcefully
- Responding to challenges

---

### **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to University 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:

- A 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 gathering, quiet reflection and prayer.
- On-campus Nursery provision

The Personal Development Tutor is a key relationship to support students. Personal Development Tutors are allocated to new students at induction and maintain a consistent relationship at all levels of the programme. Students then have regular meeting to discuss personal, academic, and career aspects of their university experience. Personal Development Tutors are lecturing staff from the programme team so this fosters positive working relationships and personalised support either directly or via sign-posting to support opportunities highlighted above.

---

### **16. Student Feedback Mechanisms**

The lecturing team seek to develop positive relationships with students to ensure there is an ongoing and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two way reporting is apparent to students. Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.

- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via Learning Space and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The Programme Team, and in particular the PAL use social media to engage with students online. This includes publicly visible information via a Facebook page and Twitter Feeds and via 'Private' groups, such as the Sport Development Awards night group, or student instigated groups so support students and communicate via a more informal platform.
- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

---

### 17. Other Stakeholder Feedback

Employers and applied practice partners feedback via modules. For example the placement providers on workbased learning provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams. Formal Partners such as Richard Huish College, Exeter College and Plymouth Argyle feedback via formal and informal channels.

Graduates (Alumni) remain connected via the social media platforms in the absence of a coordinated university wide strategy. The programme Alumni contribute with placements, events, field trips and lecture contributions which ensures industry connections and engagement.

---

### 18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations 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 annual reporting cycle.

---

### 19. Key Information Set (KIS) Data

#### FdA Sports Development:

| Module Ref | Stage | Credits | Students | Estimate | Teaching & Learning (hours) |             |                | Assessment (%) |                |            |
|------------|-------|---------|----------|----------|-----------------------------|-------------|----------------|----------------|----------------|------------|
|            |       |         |          |          | Scheduled                   | Independent | Placement Time | Written Exam   | Practical Exam | Coursework |
|            | 1     | 20      | 80       | ✓        | 50                          | 150         | 0              | 0              | 40             | 60         |

|        |   |    |     |   |    |     |     |    |    |     |
|--------|---|----|-----|---|----|-----|-----|----|----|-----|
| SCOC01 |   |    |     |   |    |     |     |    |    |     |
| SPDC10 | 1 | 20 | 48  | ✓ | 50 | 150 | 0   | 0  | 0  | 100 |
| SPDC11 | 1 | 20 | 48  | ✓ | 50 | 150 | 0   | 50 | 0  | 50  |
| SPDC12 | 1 | 20 | 48  | ✓ | 50 | 150 | 0   | 50 | 0  | 50  |
| SCOC04 | 1 | 20 | 48  | ✓ | 50 | 150 | 0   | 0  | 0  | 100 |
| SVCC90 | 1 | 20 | 24  | ✓ | 50 | 150 | 0   | 0  | 0  | 100 |
| SVCD90 | 2 | 20 | 200 | ✓ | 30 | 70  | 100 | 0  | 0  | 100 |
| SCOD04 | 2 | 20 | 80  | ✓ | 40 | 160 | 0   | 0  | 40 | 60  |
| SPDD25 | 2 | 20 | 60  | ✓ | 40 | 160 | 0   | 0  | 0  | 100 |
| SPDD20 | 2 | 20 | 48  | ✓ | 40 | 160 | 0   | 50 | 0  | 50  |
| SPDD21 | 2 | 20 | 24  | ✓ | 40 | 160 | 0   | 0  | 0  | 100 |
| SPDD23 | 2 | 20 | 24  | ✓ | 40 | 160 | 0   | 0  | 30 | 70  |

| Course Stage | Scheduled L & T activities | Independent L & T activities | Placement/Study Abroad | Written Exams | Coursework | Practical Exams |
|--------------|----------------------------|------------------------------|------------------------|---------------|------------|-----------------|
| 1            | 25                         | 75                           | 0                      | 17            | 77         | 7               |
| 2            | 19                         | 72                           | 8                      | 8             | 80         | 12              |



**Appendix 1 Learning Outcomes Mapping Matrix FdA Sport Development (Coaching and School Sport)**

|         | Module | Knowledge and Understanding |   |   |   |   | Intellectual Skills |   |   |   |    |    | Practical Skills |    |    |    |    | Transferable / Key Skills |    |    |    |    |   |
|---------|--------|-----------------------------|---|---|---|---|---------------------|---|---|---|----|----|------------------|----|----|----|----|---------------------------|----|----|----|----|---|
|         |        | 1                           | 2 | 3 | 4 | 5 | 6                   | 7 | 8 | 9 | 10 | 11 | 12               | 13 | 14 | 15 | 16 | 17                        | 18 | 19 | 20 | 21 |   |
| Level 4 | SVCC90 |                             |   |   | * | * | *                   | * |   |   |    | *  |                  |    |    | *  | *  | *                         |    | *  |    | *  |   |
|         | SPDC10 | *                           | * |   |   | * | *                   |   | * | * | *  |    |                  |    |    | *  | *  |                           |    | *  |    | *  |   |
|         | SPDC12 | *                           | * |   | * | * | *                   |   |   | * |    |    |                  |    | *  | *  |    |                           | *  |    |    |    |   |
|         | SPDC11 | *                           | * |   | * | * | *                   |   |   | * | *  |    |                  |    |    | *  |    |                           |    | *  |    | *  |   |
|         | SCOC01 | *                           | * | * | * | * | *                   |   | * | * |    | *  | *                | *  | *  | *  | *  | *                         | *  | *  | *  | *  | * |
|         | SCOC04 |                             |   | * |   | * | *                   | * | * | * |    | *  | *                |    |    | *  | *  |                           |    | *  | *  | *  | * |
| Level 5 | SVCD90 |                             |   | * |   | * | *                   | * | * | * |    | *  | *                | *  | *  | *  | *  | *                         | *  | *  | *  | *  | * |
|         | SPDD25 |                             |   |   | * |   | *                   |   | * | * | *  |    | *                |    |    |    | *  |                           |    | *  | *  | *  | * |
|         | SPDD20 | *                           | * |   | * |   | *                   |   | * | * | *  |    |                  |    | *  | *  |    |                           | *  |    | *  | *  | * |
|         | SPDD21 | *                           | * |   |   | * | *                   |   | * | * | *  |    | *                |    | *  | *  | *  |                           |    | *  | *  | *  | * |
|         | SPDD22 | *                           | * | * | * |   | *                   |   | * | * | *  |    |                  |    | *  | *  |    |                           | *  | *  | *  | *  | * |
|         | SPDD23 | *                           | * |   |   | * | *                   |   | * | * | *  |    | *                |    | *  | *  |    |                           | *  | *  | *  | *  | * |
|         | SPDD24 | *                           | * | * |   | * | *                   | * | * | * | *  | *  | *                | *  | *  | *  | *  | *                         | *  | *  | *  | *  | * |
|         | SCOD04 |                             | * | * |   | * | *                   | * | * | * | *  |    | *                | *  | *  | *  | *  | *                         | *  | *  | *  | *  | * |

Last intake: 2018

## Appendix 2

### Programme Level Descriptors (utilising University generic level descriptors but reflecting disciplinary requirements)

| <b>CREDIT LEVEL 4<br/>(Certificate)</b> | <b>Students awarded a qualification at this level will have demonstrated:</b>  |
|---|--|
| <b>Knowledge and understanding</b>      | <ul style="list-style-type: none"> <li>- factual and/or conceptual knowledge and understanding of key concepts and principles related to sport development and coaching</li> <li>an awareness of ethical issues in relation to sport development and coaching</li> </ul>   |
| <b>Intellectual skills</b>              | <ul style="list-style-type: none"> <li>- the ability to analyse using given principles;</li> <li>- the ability to synthesise ideas and information in a predictable and standard format;</li> <li>- the ability to evaluate the reliability of data using defined techniques and/or tutor guidance;</li> <li>- the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of issues.</li> </ul>  |
| <b>Practical skills</b>                 | <ul style="list-style-type: none"> <li>- the ability to utilise a range of practices related to sport development and coaching</li> <li>- the ability to act with limited autonomy, under direction or supervision in the sport development related context</li> </ul>   |
| <b>Transferable/key skills</b>          | <ul style="list-style-type: none"> <li>- the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues);</li> <li>- the ability to work within an appropriate ethos, using and accessing a range of learning resources;</li> <li>- the ability to evaluate their own strengths and weaknesses within criteria largely set by others;</li> <li>- responsibility for their own learning with appropriate support;</li> <li>- the ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise manner;</li> <li>- the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline.</li> </ul> |

|  |   |
|--|---|
| <b>CREDIT LEVEL 5<br/>(Intermediate/Diploma)</b> | <b>Students awarded a qualification at this level will have demonstrated:</b>   |
| <b>Knowledge and understanding</b>               | <ul style="list-style-type: none"> <li>- detailed knowledge of theories concepts and issues underpinning and related to sport development and coaching</li> <li>- an awareness of wider social and environmental implications of sport development and coaching</li> <li>- an ability to debate issues in relation to more general ethical perspectives.</li> </ul>   |
| <b>Intellectual skills</b>                       | <ul style="list-style-type: none"> <li>- the ability to analyse a range of information with minimum guidance using given principles to compare alternative methods and techniques for obtaining data/information;</li> <li>- the ability to reformat a range of ideas and information towards a given purpose;</li> <li>- the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected;</li> <li>- the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.</li> </ul>  |
| <b>Practical skills</b>                          | <ul style="list-style-type: none"> <li>- the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques;</li> <li>- the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.</li> </ul>  |
| <b>Transferable/key skills</b>                   | <ul style="list-style-type: none"> <li>- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate;</li> <li>- the ability to manage learning using resources relevant to the discipline;</li> <li>- a professional working relationships with others;</li> <li>- the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;</li> <li>- the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies;</li> <li>- the ability to take responsibility for own learning, with minimum direction;</li> <li>- the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear and concise manner;</li> <li>- the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.</li> </ul> |