

## Programme Specification

### 1. Overview / Factual Information

Programme/award title(s)	FD Sport and Exercise Science (Coaching)
Teaching Institution	University Centre Peterborough (UCP) Stamford Campus
Awarding Institution	The Open University (OU)
Date of first OU validation	25/06/2021
Date of latest OU (re)validation	25/06/2021
Next revalidation	2026
Credit points for the award	240
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport & Tourism
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	British Association of Sport and Exercise Scientists
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	FT: 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	N/A

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational Aims and Objectives

- To provide a comprehensive programme of study, based on QAA benchmarks and professional body standards of the field of sport and exercise science.
- To provide students with the necessary practical and research skills to enable them to progress into a career in commercial sport, exercise or coaching disciplines.
- To provide an integrative framework for some of the major sub-disciplines of coaching sport and exercise science (physiology, practical coaching skills, psychology).
- To produce individuals with developed intellectual, practical and other transferable skills and attributes for personal and career success.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing labour market and wider environment.
- Appreciate and investigate the effectiveness of interdisciplinary interventions in the field of coaching sport and exercise science.
- Encourage a systematic, creative and flexible approach to solving complex social problems.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- To offer students a structured, flexible and progressive programme of study to students, in preparation for careers in a wide variety of related fields.
- Provide the student with a knowledge-base that will enable them to develop within their chosen career pathway.
- To instil a lifelong passion for coaching sport and exercise science.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within Higher Education, research and professional development.

## 2.2 Relationship to Other Programmes and Awards

The FD Sport and Exercise Science (Coaching) foundation degree will be offered at Stamford Campus. The FD follows a related pathway to the BSc (Hons) Sport and Exercise Science (Coaching) degree offered at UCP. The full undergraduate degree is one of two related pathways. This foundation degree shares a common skills spine including Introduction to Academic Skills for Sport and Exercise at level 4, and Applied Research Skills at level 5. The two work-based learning modules offered on the foundation degree expose students to a greater degree of applied practice which maps across to various learning outcomes on the full undergraduate degrees.

Upon completion of the foundation degree if students wish to transfer to a full undergraduate degree, they will be able to enrol at level 6 of the BSc (Hons) Sport and Exercise Science (Coaching) degree. This will be supported through structured and tailored tutorial sessions on both the BSc and FD.

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Students are required to take 2 x 30 credit modules which focus on work-based learning and work experience within the field of sport and exercise science (coaching); level 4 Work Based Practice and level 5 Work Based Project.

## 2.4 List of all Exit Awards

- Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4.

Programme Structure - Level 4 Full Time					
Compulsory modules	Credit points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Introduction to Academic Skills for Sport and Exercise	15			Yes	Sem 1
Human Anatomy	15			Yes	Sem 1
Introduction to Sports Development	15			Yes	Sem 1
Psychological Basis of Sport and Exercise	15			Yes	Sem 2
Foundations of Sports Coaching	15			Yes	Sem 2
Introduction to Performance Analysis	15			Yes	Sem 2
Work Based Practice	30			No	Sem 1/2

Intended learning outcomes at level 4 are listed below:

Level 4 – Outcomes	
3a. Knowledge and Understanding	Learning & Teaching Strategy / Assessment Methods
<p>A1 Demonstrate a broad understanding of key concepts and theories within the field of sport and exercise science.</p> <p>A2 Demonstrate a basic ability to identify and communicate knowledge to situations of limited complexity in order to provide a foundation for further study in the field of sport and exercise science.</p> <p>A3 Demonstrate knowledge and understanding of the need to act in a safe, appropriate and ethical manner in accordance with best practice.</p> <p>A4 Judge appropriate scholarly, theoretical and scientific principles within sport and exercise science problems.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Traditional methods of lectures supported with seminars.</li> <li>• Lab-based practical sessions.</li> <li>• Practical workshops.</li> <li>• Class discussions.</li> <li>• IT resources.</li> </ul> <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and in- class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes will be utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.</p>

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>B1 Demonstrate limited ability to collect information from a variety of authoritative sources to help inform a choice of solutions to basic problems.</p> <p>B2 Demonstrate a capacity of well-defined focus for enquiry, with a limited demonstration of systematic, conceptual and critical thinking.</p> <p>B3 Adopt a collaborative and problem-solving approach to basic sport and exercise science questions.</p> <p>B4 Identify basic principles and concepts underlying theoretical frameworks and approaches, with the ability to recognize associated strengths and weaknesses.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, lab-based sessions, tutorials, coursework, assignments, experimental work and projects.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Recognise personal skill profile, strengths and weaknesses within the context of sport and exercise science.</p> <p>C2 Work effectively with others, encouraging reflective teamwork, able to take a lead role when appropriate, and recognising the different roles within a team.</p> <p>C3 Practice limited sport and exercise science performance-related tasks in a variety of environments (e.g. laboratory-based, fieldwork, classwork).</p> <p>C4 Demonstrate awareness of ethical issues and ability to discuss these in relation to personal beliefs and values, whilst also applying these principles to practice.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops, laboratory skills and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and in-class tests to logbooks and oral presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Work independently and creatively to set realistic goals, meeting deadlines, responding to feedback and taking appropriate remedial action when necessary.</p> <p>D2 Adopt a reflective and problem-solving approach to problems limited in complexity.</p> <p>D3 Communicate clearly and appropriately to clarify tasks and rectify issues in a range of contexts.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through in-class tests and peer review.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include logbooks, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4 (A1-A4, B1-B4, C1-C4, D1-D3)



Programme Structure - Level 5					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Applied Research Skills	15			Yes	Sem 1
Applied Principles of Sports Training	15			Yes	Sem 1
Developing Effective Teaching and Coaching	15			Yes	Sem 1
Practical Coaching Skills	15			Yes	Sem 2
Fitness Testing and Training	15			Yes	Sem 2
Applied Performance Analysis	15			Yes	Sem 2
Work Based Project	30			No	Sem 1/2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate detailed knowledge of well-established theories and concepts within the field of sport and exercise science.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at level 5. These include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Traditional methods of lectures supported with seminars.</li> <li>• Lab-based practical sessions.</li> <li>• Practical workshops.</li> <li>• Class discussions.</li> <li>• IT resources.</li> </ul> <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Students will learn key research skills and methods through subject-specific workshops focussing on how to apply these skills in their own independent research.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include essays, case studies, practical demonstrations and oral presentations. In addition, online quizzes will be utilised to monitor academic progress, as well as the use of discussion boards on VLEs to encourage peer feedback.</p>
A2 Recognise and provide clear rationales for areas within sport and exercise science where knowledge base is the most/least secure.	
A3 Develop and investigate more developed questions through structured enquiry, drawing on a range of materials, including primary sources.	
A4 Demonstrate knowledge and understanding of the tools needed to develop professionally in specialist areas of sport and exercise science.	
A5 Realise and apply best ethical practice, with limited supervision, in the field of sport and exercise science enquiry.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>B1 Identify, analyse and communicate evidence and appraise the merits of competing theories and explanations.</p> <p>B2 Undertake supervised research to provide new information and/or explore new data to identify patterns and relationships.</p> <p>B3 Use appropriate theoretical models and frameworks to evaluate the significance of data collected, recognising limitations of lines of enquiry.</p> <p>B4 Adopt a collaborative and problem-solving approach to sport and exercise science questions, comparing alternative methods and techniques.</p> <p>B5 Demonstrate a more advanced capacity for systematic, conceptual and critical thinking.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>A broad range of assessment methods are employed at level 5 to assess intellectual and cognitive skills. These methods include coursework submissions, in-class tests, reports and case studies. Greater use of reflexive assessments is made to support increased self-awareness and the capacity to work independently. Both of these abilities are needed at level 6. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

3c. Practical and Professional Skills	
Learning Outcomes	Learning and Teaching Strategy / Assessment Methods
<p>C1 Undertake complex and non-routine sport and exercise science performance-related tasks.</p> <p>C2 Collect, retrieve and synthesise information.</p> <p>C3 Interact effectively within a team, giving and receiving information and ideas, and modifying actions and responses as appropriate.</p> <p>C4 Select appropriate tools needed to develop professionally in specialist areas of sport and exercise science.</p> <p>C5 Act in an ethical manner in relation to working in the applied sport and exercise science field.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. At this level much greater emphasis is given to group work and peer evaluation so that students can learn to work effectively as a team.</p> <p>A broad range of assessment methods are utilised at this level to assess practical and affective skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, practical demonstrations, and presentations. Group projects provide a substantial problem where the different skills and abilities of students need to be organised and effective cooperation is essential for success.</p> <p>Group assessments help to bring out critical appraisal between members of a group that provides a valuable lesson for self-appraisal. All assessment methods offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Adopt a collaborative and problem-solving approach to complex social issues.</p> <p>D2 Work independently, acting on their own initiative on projects where they are responsible for setting realistic goals, meeting deadlines, reflecting on feedback and taking appropriate remedial action where necessary.</p> <p>D3 Assess own capabilities using justifiable criteria set by themselves, peers and academic feedback, and reflect on their own developing knowledge and practice.</p> <p>D4 Adapt interpersonal and communication skills to a diverse range of situations and audiences.</p>	<p>A diverse and dynamic range of teaching and learning strategies are drawn on to meet the key transferable learning outcomes at this level. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to sport and exercise science problems.</p> <p>A broad range of assessment methods will be utilised at this level to assess transferable skills. These include assessment tasks that align more closely with the kind of tasks that students will be expected to perform in the workplace like case studies, practical demonstrations and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

#### 4. Distinctive Features of the Programme Structure

Where applicable, this section provides details on distinctive features such as:

- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The distinctive features of the Sport and Exercise Science (Coaching) foundation programmes are:

- The programme offers a progression route for students with level 3 qualifications including BTEC, A levels, and HE access courses.
- It combines Sport and Exercise Science alongside Coaching in a single programme.
- The course focuses on commercial sport and exercise science and coaching-based skills and offers a route into careers in applied sport and exercise science with coaching options.
- The course offers a combination of theoretical, fieldwork and laboratory-based skill enhancement.
- The course provides students an opportunity to undertake 2 work experience opportunities within applied settings.
- The course provides students with a fast track opportunity to have an understanding of the coaching sport and exercise field, prior to entering industry.

Students wishing to top-up to a full undergraduate degree after level 5, have the option to transfer to the BSc (Hons) Sport and Exercise Science (Coaching) degree programme at UCP.

#### 5. Support for Students and Their Learning.

The timetable is consolidated to run over two days per week. This arrangement has worked well with employers for scheduling work patterns and fulfils our commitment to supporting the widening participation agenda and promoting employability within our cohorts. All delivery is designed to be face-to-face based on previous student and staff feedback.

Post the change in approach to the virtual world in Covid circumstances, it is proposed that the practical elements of the course and peer engagement cannot be substituted with online learning for the proposed course.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Following on from this weekly group pastoral tutorial, all modules will have an element of one-to-one formative progress updates with students. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus.

Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.



#### 6. Criteria for Admission

72 UCAS points with at least one qualification in a sport and exercise science-related subject:

- A-levels (CDE or BC)
- BTEC (MMP)
- Cambridge Technicals (MMP)
- Access to HE (45 credits)
- Overseas qualifications judged to be equivalent to above.
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GCSE English Language, mathematics and a science at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English Language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience.

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience. We accept A level General Studies and AS levels when combined with other full qualifications.

#### 7. Language of Study

English

#### 8. Information About Non-OU Standard Assessment Regulations (Including PSRB Requirements)

N/A

#### 9. For Apprenticeships in England End Point Assessment (EPA)

N/A

10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.

The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes Made to the Programme Since Last (Re)Validation

N/A

### Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study Module / Unit	Programme Learning Outcomes														
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
4	Introduction to Academic Skills for Sport and Exercise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Human Anatomy	✓	✓			✓	✓	✓			✓	✓			✓	
	Introduction to Sports Development			✓				✓	✓	✓			✓	✓	✓	
	Psychological Basis of Sport and Exercise	✓			✓	✓	✓	✓	✓	✓		✓		✓		✓
	Foundations of Sports Coaching	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Introduction to Performance Analysis	✓	✓	✓	✓		✓	✓		✓		✓			✓	✓
	Work Based Practice		✓	✓		✓		✓	✓	✓	✓	✓	✓			✓

Level	Study Module / Unit	Programme Learning Outcomes																		
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
5	Applied Research Skills		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
	Applied Principles of Sports Training	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓		✓		✓	✓	
	Fitness Testing and Training	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
	Developing Effective Teaching and Coaching	✓	✓		✓	✓	✓		✓		✓	✓			✓	✓		✓	✓	✓
	Applied Performance Analysis	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	Practical Coaching Skills	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓	✓
	Work Based Project			✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓