



**PROGRAMME QUALITY
HANDBOOK
2024 – 25**

***FdA Sport Coaching and
Development***

Welcome and Introduction to FdA Sport Coaching and Development

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

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

1. Programme Specification

University of Plymouth

Academic Registry Partnership

University College Jersey – Highlands College Jersey

Programme Specification

FdA Sport Coaching and Development

2024-25

Date of First Award (FT routes)
July 2026

Date of Approval: 26th March 2024
Proposed start date: Sept 2024
Date of First award: July 2026

1. FdA Sport Coaching and Development

UCAS code – Not applicable

HECOS code – 100095

2. Awarding Institution: University of Plymouth

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

3. Accrediting body(ies)

Additional qualifications may include – N/A

Summary of specific conditions/regulations – N/A

Date of re-accreditation – N/A

4. Distinctive Features of the Programme and the Student Experience

- The UCJ Sport teaching team includes a range of lecturers, appropriately qualified and all with sport, exercise and health industry experience
- All students will be provided with the opportunity to participate in two 20 day work placements in each year of study
- Students typically enjoy small class sizes which allows for significant contact time with the teaching staff
- UCJ Sport staff and students have direct access to effective learning spaces in terms of classrooms and library space as well as facilities such as a Strength and Conditioning gym, dance studio, Sports Hall, Playing field and tennis/netball courts. External organisations are also often used for off-site visits or guest speakers such as Strive Academy gym and testing facility and Jersey General Hospital's clinical physiology department
- UCJ has a purpose-built research space for use in Higher Education in Sport. This will include equipment for advanced physiological (e.g. VO2 Max) and biomechanical research (movement analysis)
- Student will be supported pastorally by the course team and Highlands College Student Life Team
- If required, students may be able to access further academic support from the Learning Support Team

V1 checked by JuB 12 March 2024 and V2 checked 20 May 2024

- During their studies, students will have the opportunity to undertake a number of additional qualifications alongside their programme of study. Some will be at no cost to the student where others carry a small fee. Courses may include:

St John's Ambulance – Emergency Aid at Work – no cost to student

Virtual College – Safeguarding Everyone – no cost to student

1st4Sport Level 1 Multiskills – no cost to student

VTCT Sports Massage – approximately £100

Origym Level 2 Fitness Instructor – approximately £300

The FA Introduction to coaching football – £100

5. Relevant QAA Subject Benchmark Group(s)

The programme design was informed by 1. QAA Subject Benchmark Statement for Courses broadly concerned with Sport (2019) 2. SEEC Level Descriptors 3. QAA FHEQ and 4. OfS Q & S and Conditions of Registration. More information can be found at:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11

The statements of 3.18, 3.19, 3.20 and 3.21 from the Subject Benchmark Groups are relevant to the programme.

These benchmark statements and programme aims and outcomes also bridge with the SEEC Level 4/5 descriptors focused around independence, dealing with unpredictability, introduction to specialisation, synthesis and interpersonal skills. These can be found at [SEEC-Credit-Level-Descriptors-2021.pdf](#)

6. Programme Structure

This Stage 1 and 2 Programme comprises the following core modules (See Appendix 1 for the Definitive Module Records):

Students will be able to choose between a full-time (two years) and a part-time (four years) programme of study.

Full-Time Programme (two years)

Level 4 – Year 1 – 120 credits

Module Code	Module Name	Credits	Semester
HIGH1301	Fundamentals of coaching and leading	20	1
HIGH1302	Psychology of sport and physical activity	20	1 and 2
HIGH1303	Anatomy and physiology	20	1
HIGH1304	Professional practice	20	2
HIGH1305	Sport and physical activity participation	20	1
HIGH1306	Sport nutrition	20	2

Level 5 – Year 2 – 120 credits

Module Code	Module Name	Credits	Semester
HIGH2301	Research in action	20	1 and 2
HIGH2302	Advanced sport coaching	20	1 and 2
HIGH2303	The developing athlete	20	1
HIGH2304	Work-based learning	20	2
HIGH2305	Health in the community	20	2

V1 checked by JuB 12 March 2024 and V2 checked 20 May 2024

HIGH2306	Sports training methods	20	1
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Part-Time Programme (four years)

Level 4 - Year 1 – 60 credits

Module Code	Module Name	Credits	Semester
HIGH1304	Professional practice	20	2
HIGH1305	Sport and physical activity participation	20	1
HIGH1306	Sport nutrition	20	2

Level 4 - Year 2 – 60 credits

Module Code	Module Name	Credits	Semester
HIGH1301	Fundamentals of coaching and leading	20	1
HIGH1302	Psychology of sport and physical activity	20	1 and 2
HIGH1303	Anatomy and physiology	20	1

Level 5 - Year 3 – 60 credits

Module Code	Module Name	Credits	Semester
HIGH2301	Research in action	20	1 and 2
HIGH2302	Advanced sport coaching	20	1 and 2
HIGH2303	The developing athlete	20	1

Level 5 - Year 4 – 60 credits

Module Code	Module Name	Credits	Semester
HIGH2304	Work-based learning	20	2
HIGH2305	Health in the community	20	2
HIGH2306	Sports training methods	20	1

7. Programme Aims

This Programme aims to provide students with an opportunity to undertake and study a range of Levels 4 and 5 modules in Sport Coaching and Development offered in Jersey. It is intended:

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

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion of the programme graduates will have developed the ability to:

1. analyse and evaluate initiatives, concepts, and methods grounded in sport, coaching and development
2. develop an understanding of a variety of contemporary domestic and international issues and challenges in the Jersey, UK and global context affecting sport coaching, development and participation
3. evaluate key current and emerging theories prevalent in sport coaching, development and physical activity

8.2. Cognitive and intellectual skills

On successful completion of the programme graduates will have developed:

1. critical analysis of key theories and concepts within sport coaching, physical activity, performance and participation
2. evaluation of current practice, initiatives and strategies used in local and national sport, physical education and participation domains
3. reflective skills when reviewing previous personal performance during coaching episodes and workplace performance and the contribution made to the overall outcome, making valid research-based recommendations for personal development

8.3. Key and transferable skills

On successful completion of the programme graduates will have developed the ability to:

1. make appropriate use of information technology for research and presentation of information to support effective delivery of coaching episodes and sport development initiatives
2. effectively communicate ideas and information within a team to ensure optimal and effective delivery within sport coaching, development and administration
3. manage their own learning and increase their independence as reflective learners to prepare for the dynamic and unpredictable environment of sport coaching and development

8.4. Employment related skills

On successful completion of the programme graduates will have developed:

1. interpersonal skills through collaboration, allocating tasks and reflecting on individual contributions to ensure effective delivery of coaching episodes and sport development initiatives
2. working knowledge of key sport and/or education organisations through work-based learning during placement
3. An understanding of the current sport coaching, education and sport development industries in terms of strategy, structure and function of key stakeholders

8.5. Practical skills

On successful completion of the programme graduates should have developed:

1. Planning and delivery skills related to sport coaching which are underpinned by key theories and delivery of effective, research-based practice
2. The ability to design and deliver effective exercise programmes to improve athletic performance and physiological capabilities
3. Planning and delivery skills of initiatives pertaining to the Jersey Sport strategic plan
4. Practical research skills that ensure validity, reliability and specificity of findings using a variety of data collection tools and analysis methods

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

This is a Level 4/5 programme therefore candidates would be expected to have achieved qualifications at Level 3 and/or significant work experience in a related field.

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above and will be interviewed before an offer is made.

Prior to entry, all applicants must have completed an Enhanced DBS Check and sign up for the update service.

All applicants must ensure they meet the requirements of the Highlands College Fitness to Practice policy.

All applicants must ensure they meet the requirements of the Highlands College Safeguarding policy.

Entry Requirements for FdA Sport Coaching and Development	
Further Education Level 3	CC at A Level MM profile at L3 BTEC or equivalent
Access to Higher Education at level 3	Pass a named Access to HE (Higher Education) Diploma with at least 45 credits at level 3.

	Notes: Other relevant Level 3 qualifications will be assessed on a case-by-case basis for equivalency. University College Jersey may make contextual offers, based on an applicant's individual circumstances
OR	
Relevant work experience	At least 3 years work experience in a related field (e.g. sport development, coaching, teaching, management, strategy, delivery) and relevant qualifications in fields such as coaching, instructing or teaching.

All claims for exemption based on accredited prior learning or experiential learning (APCL or APEL) will be considered according to University of Plymouth regulations. Page 4-7 and 16. Normally students will be interviewed before an offer of a place on the programme will be made to ensure they have the ability to sensitively and safely undertake observations and activities in the workplace. In addition to a DBS clearance, you will need to present a reference from a suitable person.

Students that have a registered disability will be provided with the appropriate support through Highlands Learning Support team. Classes will be made physically accessible to all students. Teaching and assessment can be modified while adhering to University regulations to meet the needs of students with specific needs. This includes but not limited to classrooms with wheelchair access, support for students with learning needs e.g. dyslexia, Irlens syndrome. Students that are identified or self-report needing extra support will be supported by their personal tutors and/or Learning Support team. Students can be assessed by the Learning Support team to see if they have a need classed as a disability and then signposted to apply for Disability Student Allowance through Government of Jersey Student Finance.

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

V1 checked by JuB 12 March 2024 and V2 checked 20 May 2024

Students who successfully complete the FdA Sport Coaching and Development programme may progress to the BA (Hons) Sport Coaching and Development Top Up programme at UCJ.

11. Non Standard Regulations

Not applicable.

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

Students that are currently completing the Higher National in Sport and Exercise Science will complete their programme by July 2026 and will have the opportunity to progress to Level 6 i.e. BA (Hons) Sport Coaching and Development.

There are no transitional arrangements for current HN students. They will complete their course either to HNC or HND level. The HN programme will be discontinued from July 2025 with the exception of any students that may have to repeat units.

Appendices

Programme Specification Mapping (UG) – core modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required. ✓

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1301	MODULE TITLE: Fundamentals of coaching and leading	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE: 100095
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y (<i>if No identify programmes in notes box below</i>)

SHORT MODULE DESCRIPTOR:

This module will explore coaching theory, practical skills, leadership, and reflective practice in sport. Students will apply learning theories, develop coaching plans, understand the principles of effective leadership, and engage in reflective coaching episodes.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	75%	P1 (Practical)	25%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Develop an understanding of the theoretical foundation in coaching and leading based on theories of learning
 - Evidence knowledge of practical and logical skills in planning and delivering coaching episodes
 - Evidence understanding of principles of effective leadership skills in sport and physical activity
 - Apply reflective practice to their coaching/leading episode

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes

		contribute d to
At the end of the module the learner will be expected to be able to:		
1. Evaluate key theories of learning and demonstrate the ability to apply these theories in practical coaching situations, showing an understanding of how learning principles impact coaching effectiveness.		8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.4
2. Design coaching plans and justify their coaching decisions using evidence-based approaches and linked to a sport development model		8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.3.2, 8.5.1, 8.5.2
3. Effectively deliver a safe, engaging coaching episode, underpinned by theories of learning and strong leadership skills.		8.4.1, 8.4.3, 8.5.1, 8.5.2, 8.5.3
4. Reflect on their coaching practice and make evidence-based adjustments to enhance their coaching effectiveness.		8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.3.3
DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: Academic Registry, Partnerships	
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey	
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1	

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024-25

MODULE LEADER: Andrew

McGinnigle

Summary of Module Content

NATIONAL COST CENTRE: 108

OTHER MODULE STAFF: Jo Cabot

The module will enable learners to plan, justify and deliver effective coaching episodes. These will be underpinned by theories of learning, be linked to sport development models, and will showcase leadership and logistical skills. Learners will reflect on their coaching practice and suggest research-based improvements.

Content will include:

- Introduction to theories of learning
- Skill acquisition
- Introduction to sport development models
- Principles of effective coaching and leading
- Logistical skills in planning and delivering coaching episodes
- Justification of a coaching plan
- Planning and delivery of a coaching episode
- Safe practice including risk assessment
- Reflection on planning and delivery to improve future practice

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	30	
Practical classes and workshops	10	This includes practical coaching workshops and students having the opportunity to practice their own delivery.
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	C1 – Planning, justification and reflection (ALO 1, 2, 4)	100%
Practical	P1 – Delivery of coaching episode (ALO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – New planning, justification and reflection on delivery (ALO 1, 2, 3, 4)	100%
Practical	P1 – Delivery of a new coaching episode	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date: 26/03/2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1302 **MODULE TITLE:** Psychology of sport and physical activity
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module will explore underpinning theories in sport and physical activity psychology. It will focus on key themes such as motivation, self-efficacy, arousal, anxiety and group dynamics, and their effects on performance and participation.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	70%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)	30%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Develop a solid theoretical understanding of key theories in motivation, self-efficacy, arousal, anxiety and group dynamics.
2. Evidence how key theories underpin practical application in the sport and physical activity field.
3. Produce a psychological profile of an athlete and suggest psychological training methods.
4. Evaluate current practice to overcome barriers and psychological pathologies.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to:	

1. Evaluate the key theories that underpin participation and performance	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.2, 8.4.3, 8.5.4
2. Produce a psychological profile of an athlete based on motivation and group dynamics	
3. Produce a plan to improve performance and participation of a selected athlete or group	8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2
4. Evaluate current industry practice to overcome prevalent pathologies.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.4
DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: ACADEMIC REGISTRY, PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1 & 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024-25
MODULE LEADER: Andrew McGinnigle

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

This module develops an understanding of:

- Theories of motivation in sport
- Self-confidence, self-esteem and self-efficacy and the effects on participation and performance
- Arousal and anxiety and the effect on performance
- Group dynamics within sport teams such as cohesion and leadership
- Psychological profiling of athletes
- Barriers to participation to physical activity and sport
- Methods of improving adherence to physical activity
- Psychological pathologies affecting participation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Online open book assessment	OA1 - Online open book assessment on key theories (ALO 1)	100%

Coursework	C1 - Report that includes a psychological profile, methods for improving psychological skills and evaluation of barriers to participation in a selected sport or activity (ALO 1-4)	100%
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REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Online open book assessment	OA1 – New online open book assessment on key theories (ALO 1)	100%
Coursework	C1 – New report that includes a psychological profile, methods for improving psychological skills and evaluation of barriers to participation in a selected sport or activity (ALO 1-4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: 26/03/2024	Approved by: Date: 26/03/2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1303 **MODULE TITLE:** Anatomy and physiology
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

This module will enable students to identify structures and describe the functions of the musculoskeletal and cardiorespiratory systems in relation to sport and exercise. It also aims to enable students to lead and effectively deliver physiological assessments in an applied setting.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	75%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)	25%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. Develop understanding of the structure musculoskeletal and cardiorespiratory system in relation to sport and exercise
2. Analyse the key functions and concepts of the musculoskeletal, cardiorespiratory and energy systems
3. Evidence practical skills of physiological assessment of athletes

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute to
At the end of the module the learner will be expected to be able to:	
1. Discuss the key structures and functions of the musculoskeletal and cardiorespiratory systems	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.4
2. Apply understanding of the musculoskeletal and cardiorespiratory systems to a specific sport	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.4
	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.4

3. Analyse the interplay of the energy systems within a specific sport	
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DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: ACADEMIC REGISTRY, PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2024-25
MODULE LEADER: Jo Cabot

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

This module develops a deep understanding of:

- Anatomical terminology
- The structure of the musculoskeletal system and cardiorespiratory system
- The function of the musculoskeletal system and cardiorespiratory system
- The effects of exercise and sport on the musculoskeletal and cardiorespiratory system
- Energy systems in relation to movement and exercise
- Application of knowledge of anatomy and physiology in a sporting context
- Undertake basic experimental assessments of human physiological functions

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Report that analyses the structures and functions on the musculoskeletal, cardiorespiratory and energy systems in relation to a specific sport (ALO1 & ALO3).	100%

Online Open Book Assessment	An assessment that applies the musculoskeletal and cardiorespiratory systems to a specific sport (ALO2)	100%
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REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	New report that analyses the structures and functions on the musculoskeletal, cardiorespiratory and energy systems in relation to a specific sport (ALO1 & ALO3).	100%
Online Open Book Assessment	A new assessment that applies the musculoskeletal and cardiorespiratory systems to a specific sport (ALO2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1304 **MODULE TITLE:** Professional Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module provides students with the opportunity to develop and demonstrate their professional practice skills in a real-world setting. Students will complete a professional portfolio that reflects their skills, knowledge, and experiences. They will also participate in workshops and seminars to enhance their professional development and prepare for their future careers.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)	%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. To enable students to develop a comprehensive portfolio of evidence that supports their career development and professional practice.
2. To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
3. To support students in developing as autonomous learners at HE level

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed t
At the end of the module the learner will be expected to be able to: 1. Apply their academic knowledge and skills to real-world problems and challenges	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3

<p>2. Develop and maintain a comprehensive professional development plan that reflects their skills, knowledge, and experiences</p> <p>3. Critically evaluate their own professional practice and identify areas for improvement</p>	<p>8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.4</p> <p>8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.5.4</p> <p>8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.5.4</p>
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DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024-25
MODULE LEADER: Andrew McGinnigle

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

This module develops understanding of:

- Introduction to academic study
- Critical research skills for sport coaching and development
- Critical writing of sport coaching and development reports
- Presentation skills
- CV writing
- Interview techniques
- Personal Development Plan

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – An essay on a local physical activity initiative, discussing effectiveness and areas for development (ALO 1)	34%
	C2 – A personal development plan with work-based learning documentation (ALO 2-3)	66%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – A new essay on a local physical activity initiative, discussing effectiveness and areas for development (ALO 1)	34%
	C2 – A new personal development plan with work-based learning documentation (ALO 2-3)	66%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1305 **MODULE TITLE:** Sport and physical activity participation
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module explores the concepts and principles of effective sport and physical activity participation. It will include barriers to physical activity, motivations, local participation statistics and how effective coaching, initiatives and strategies can improve participation.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Understand common barriers to participation for a range of target groups
2. Analyse the current environment of sport and physical activity participation
3. Discuss current practice aimed at improving participation.
4. Deliver practical sessions aligned with local strategy to improve participation

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute to
At the end of the module the learner will be expected to be able to:	
1. Analyse common barriers to participation for a range of target groups	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.2, 8.5.4
2. Evaluate physical literacy principles of preparing young people for participation	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.2, 8.5.4
3. Analyse current initiatives to improve participation	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1

4. Deliver an activity episode that is in-line with sport development strategy and underpinned by physical literacy principles	8.3.2, 8.4.2, 8.4.3, 8.5.3, 8.5.4 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3, 8.5.4
DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: ACADEMIC REGISTRY, PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024-25
MODULE LEADER: Jo Cabot

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF: None

Summary of Module Content

- Barriers to participation – societal, political, physical, psychological
- Motivation to participate
- Movement competency
- Physical literacy principles
- Participation rates and trends
- Local sport and health strategy
- Local sport and health initiatives

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	25	
Practical classes and workshops	15	This includes practical coaching workshops and students having the opportunity to practice their own delivery.
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 - A report on barriers to participation and physical literacy principles (ALO 1-2)	100%
		100%

Practical	P1 - A presentation on current participation rates, trends and initiatives and strategies to improve them (ALO 3)	50%
	P2 - Delivery of an activity episode (ALO 4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – A new report on barriers to participation and physical literacy principles (ALO 1-2)	100%
		100%
Practical	P1 – A new video presentation on current participation rates, trends and initiatives and strategies to improve them (ALO 3)	50%
		50%
	P2 - Delivery of a new activity episode (ALO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1306 **MODULE TITLE:** Sport nutrition
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module explores the concepts of effective nutrition for athletes. Students will develop their knowledge of nutritional theories in sport and exercise and how they are used to underpin best practice. This knowledge will form the basis of the design of a sport-specific balanced nutritional programme.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	65%	P1 (Practical)	35%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Develop understanding of nutritional theories
2. Evaluate current methods of sport nutrition practice
3. Design a nutritional programme for a selected individual

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute to
At the end of the module the learner will be expected to be able to:	
1. Analyse key nutritional theories used in sport and exercise	8.1.1, 8.1.3, 8.1.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.4
2. Evaluate current methods of sport nutrition practice	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.4
3. Design a nutritional programme for a specific athlete to ensure optimal performance	8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.4

4. Review and evaluate the design and content of a nutritional programme for a specific athlete	8.1.1, 8.1.3, 8.2.2, 8.2.3, 8.3.2, 8.3.3, 8.4.1, 8.5.4
DATE OF APPROVAL: 04/2024	FACULTY/OFFICE: ACADEMIC REGISTRY, PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024-25
MODULE LEADER: Kit Chamier

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF: None

Summary of Module Content

- Nutritional concepts in sport nutrition
- Macronutrients
- Micronutrients
- Hydration
- Application in athletes
- Body composition and measurement
- Nutritional-related pathologies
- Sport-specific nutrition
- Meal planning and nutritional design
- Reviewing nutritional plan

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	35	
Practical classes and workshops	5	This includes practical nutrition workshops where students use body measurement equipment.
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 - A report on nutritional theory and industry practice (ALO 1-2)	66%
	C2 - Nutritional plan for a selected athlete (ALO 3)	34%
		100%
Practical	P1: A presentation on justification and review of nutritional plan (ALO 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – A new report on nutritional theory and industry practice (ALO 1-2)	66%
	C2 – New nutritional plan for a selected athlete (ALO 3)	34%
		100%
Practical	P1: A new video presentation on justification and review of nutritional plan (ALO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
Date:

Approved by:
Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2301	MODULE TITLE: Research in action	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100095
PRE-REQUISITES: NONE	CO-REQUISITES: None	COMPENSATABLE: Y <i>(if No identify programmes in notes box below)</i>

SHORT MODULE DESCRIPTOR:

Students will develop research understanding, including data collection, analysis, and interpretation.. Students will complete research reports and literature reviews that have the potential for impact in their respective fields, equipping them with valuable research tools and a deep understanding of research in action.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	80%	P1 (Practical)	20%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

- Discuss research methodologies to a given concept in sport, health, exercise or physical activity
- Understand the importance of meaningful data analysis in the field of sport development
- Present literary research to key stakeholders

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute d to
At the end of the module the learner will be expected to be able to:	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3,

5. Evaluate research methodologies in sport, health, exercise or physical activity	8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.5.1, 8.5.4
6. Produce a literature review on a given concept in sport coaching and development	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.4
7. Present research to key stakeholders, discussing implications of the research outcomes	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.4
DATE OF APPROVAL: March 2024	FACULTY/OFFICE: Academic Partnerships, Registry
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1 and 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26
MODULE LEADER: Andrew McGinnigle
Summary of Module Content

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Content will include:

- Qualitative, quantitative and mixed methods
- Ethical considerations
- Literature review
- Sampling
- Data collection methods
- Data analysis
- Practical implications of research outcomes
- Collaboration with industry partners

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – Research report (ALO 1 & 2)	80%
	C2 – Poster (ALO 3)	20%
		100%
Practical	P1 – Poster presentation of research and implications to key stakeholders (ALO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – New research report (ALO 1 & 2)	80%
	C2 – New poster (ALO 3)	20%
Practical	P1 – New video poster presentation of research and implications to key stakeholders (ALO 3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2302 **MODULE TITLE:** Advanced Sport Coaching
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module focuses on advanced coaching principles, profiling and periodisation planning. Students will explore coaching methodologies, utilising technology for performance enhancement, and develop their skill in coaching to a high level, enabling them to deliver high quality coaching sessions.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	65%	P1 (Practical)	35%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Develop athlete profiling skills, identifying strengths, areas for improvement and individual needs
2. Justify planning using coaching principles and theory
3. Deliver effective coaching sessions to an athlete or team that result in an improvement in performance.

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

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

Assessed Module Learning Outcomes	Award/ Program me Learning Outcomes contribute d to
At the end of the module the learner will be expected to be able to:	
5. Profile an athlete, identifying strengths, areas for improvement and individual needs including relationship with coach	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.2,

<p>6. Justify the planned content of three coaching sessions using underpinning theory and coaching principles.</p> <p>7. Deliver two effective coaching sessions to a selected athlete or team exhibiting leadership skills, coaching expertise and safe practice.</p>	<p>8.3.3, 8.4.1, 8.4.2, 8.5.1, 8.5.4</p> <p>8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3, 8.5.4</p> <p>8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</p>
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DATE OF APPROVAL: March 2024	FACULTY/OFFICE: Academic Partnerships, Registry
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1 & 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26
MODULE LEADER: Andrew McGinnigle

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

This module develops an understanding of:

- Coach-athlete relationships
- Athlete assessment and profiling
- Components of fitness
- Periodisation
- Introduction to sport development models
- Tactical and technical skill development
- Practical delivery principles

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	25	
Practical	15	This includes practical coaching workshops and students having the opportunity to practice their own delivery.
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – Report that includes: Athlete profile, session plans and justification (ALO 1-3)	100%
Practical	P1 – Delivery of two coaching sessions (ALO 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – New report that includes: Athlete profile, session plans and justification (ALO 1-3)	100%
Practical	P1 – New delivery of two coaching sessions (ALO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2303 **MODULE TITLE:** The developing athlete
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module is designed to provide a comprehensive understanding of the physiological aspects of exercise in children and adolescents, exploring growth and development, metabolic responses, and biomechanical considerations. This module links this to sport development models/pathways.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	75%	P1 (Practical)	25%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Develop an understanding of the physiological responses to exercise in children and adolescents including growth and development, metabolic adaptations, and biomechanical considerations.
2. Discuss current youth sport development models, addressing key components such as skill acquisition, talent identification, and long-term planning
3. Apply evidence-based practices through planning and delivery of a coaching episode
4. Develop understanding of ethical considerations and inclusive practice when working with young people

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to:	
4. Analyse physiological responses to exercise of young people in relation to growth and maturation	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.3.1, 8.3.2 8.4.2, 8.5.4
5. Evaluate youth sport models and their underpinning by psychological and physiological concepts	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.2, 8.3.1 8.3.2, 8.4.2, 8.5.4

<p>6. Plan a coaching episode that is underpinned by paediatric physiological concepts and in-line with a youth sport model guidelines</p> <p>7. Deliver a safe coaching episode to young people that meets the needs of the group in relation to growth and maturation levels</p>	<p>8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.2, 8.3.1 8.3.2, 8.4.2, 8.4.3 8.5.1, 8.5.2, 8.5.3</p> <p>8.4.1, 8.4.2, 8.4.3 8.5.1, 8.5.2, 8.5.3</p>
<p>DATE OF APPROVAL: March 2024</p>	<p>FACULTY/OFFICE: Academic Partnerships, Registry</p>
<p>DATE OF IMPLEMENTATION: 09/2025</p>	<p>SCHOOL/PARTNER: University College Jersey</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	<p>SEMESTER: Semester 1</p>

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26
MODULE LEADER: Jo Cabot

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF:

Summary of Module Content

This module develops a deep understanding of:

- Paediatric growth and development
- Metabolic responses to exercise in children
- Biomechanics in young people
- Youth Sport Models
- Evidence-based practices with young athletes
- Psychological considerations in youth sport
- Ethical principles in working with young athletes

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	30	
Practical	10	This includes practical coaching workshops and students having the opportunity to practice their own delivery.
Guided independent study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – Report on physiology of young athletes, sport pathway models and session plan (ALO 1-3)	100%
Practical	P1 – Delivery of coaching session to young people (ALO 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – New report on physiology of young athletes, sport pathway models and session plan (ALO 1-3)	100%
Practical	P1 – New delivery of coaching session to young people (ALO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2304 **MODULE TITLE:** Work-based learning
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100095
PRE-REQUISITES: NONE None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

This module provides students with the opportunity to gain experience in a professional setting. Students will work on a placement, applying their knowledge and skills to real-world projects. Students will reflect on their work-based learning experience, identify their strengths and areas for development.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	80%	P1 (Practical)	20%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

1. Develop their professional skills and knowledge in a real-world work setting
2. Apply their academic learning to practical projects and tasks
3. Receive feedback from a workplace mentor and an academic tutor
4. Critically reflect on their work-based learning experience

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to:	
1. Critically analyse key employability skills for a chosen career pathway	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.4
2. Demonstrate an informed understanding of what the placement organisation does, and how it operates within industry	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.4

3. Critically reflect on their work-based learning experience and identify areas for improvement		8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.4
DATE OF APPROVAL: March 2024	FACULTY/OFFICE: Academic Partnerships, Registry	
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: University College Jersey	
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2	

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26

MODULE LEADER: Andrew

McGinnigle

Summary of Module Content

This module develops understanding of:

- The role of work-based learning in sport coaching, development and education
- Effective communication within teams and with customer, client, athlete or student
- Key duties of placement roles
- Workplace culture and ethics of sport development organisations
- Role and processes of sport and education organisations
- Key stakeholders within sport coaching, development and education
- Organisational strategy of sport coaching, education and development providers
- Critical reflection on work placement

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – Critical reflection of work-based learning experience, underpinned by key employability skills (ALO 1 and ALO 3)	100%

Practical	P1 – Presentation on role and processes of organisation (ALO 2)	100%
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REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 – New critical reflection of work-based learning experience, underpinned by key employability skills (ALO 1 and ALO 3)	100%
Practical	P1 – New video presentation on role and processes of organisation (ALO 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2305 **MODULE TITLE:** Health and the community
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100095
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module aims to develop students' understanding of the social determinants of health, sport and physical activity initiatives in promoting health in the local community. Students will gain an understanding of the theoretical and practical aspects of community development and health promotion.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1(online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

5. Discuss social determinants of health in a local community
6. Develop deep understanding of local strategy aimed at increasing physical activity participation
7. Design an initiative to improve physical activity outcomes

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute to
At the end of the module the learner will be expected to be able to:	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.4
1. Analyse social determinants of health and physical activity in a local community	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.4
2. Critically evaluate local strategy and initiatives and suggest improvements	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.4
3. Design an initiative to improve physical activity outcomes that is underpinned by physical literacy principles and local strategy	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3

		8.4.2, 8.4.3, 8.5.3, 8.5.4
DATE OF APPROVAL: March 2024	FACULTY/OFFICE: Academic Partnerships, Registrar	
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: University College Jersey	
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2	

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26
MODULE LEADER: Jo Cabot

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF: None

Summary of Module Content

- The social determinants of health
- Economic, environmental and societal factors affecting participation and adherence
- Lifestyle factors affecting participation and adherence
- Local and national strategy to improve participation and adherence
- Health, sport and physical activity initiatives in Jersey
- Designing health, sport and physical activity initiatives

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	C1 - A report on social determinants of health & physical activity and local strategy and initiatives (ALO 1 -2)	65%
	C2 – Design an initiative to improve local physical activity outcomes (ALO 3)	35%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 - A new report on social determinants of health & physical activity and local strategy and initiatives (ALO 1 -2)	65%
	C2 – Design a new initiative to improve local physical activity outcomes (ALO 3)	35%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

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

MODULE CODE: HIGH2306 MODULE TITLE: Sports Training Methods
CREDITS: 20 FHEQ LEVEL: 5 HECOS CODE: 100095
PRE-REQUISITES: None CO-REQUISITES: None COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

This module provides students with a comprehensive understanding of the principles and practices of sport training. Students will explore the different types of training methods, including endurance, strength, power, speed, and agility training.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)		C1 (Coursework)	65%	P1 (Practical)	35%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Sport

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will enable students to:

4. Develop a comprehensive understanding of the principles and practices of sport training
5. Discuss the different types of training methods
6. Explain the principles of periodization and program design
7. Design and implement effective training programs for athletes of all levels
8. Evaluate and adapt training programs based on individual needs and performance data

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contribute to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 5. Justify the design of an effective training program for an athlete, including principles of training, periodization and individual considerations 6. Deliver three episodes of a meso cycle of programme to a selected athlete 	<p>8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.4.1, 8.5.1, 8.5.2, 8.5.3, 8.5.4</p> <p>8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3</p>

7. Critically reflect on a delivered training program based on individual performance data and feedback and suggest adaptations to improve future outcomes	8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.4
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DATE OF APPROVAL: March 2024	FACULTY/OFFICE: Academic Partnerships, Registry
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: University College Jersey
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26
MODULE LEADER: Jordan Neill

NATIONAL COST CENTRE: 108
OTHER MODULE STAFF: None

Summary of Module Content

- Principles of sport training
- Different types of training methods to improve components of fitness
- Principles of periodization and program design
- Factors to consider when designing training programs
- Methods of evaluating training effectiveness
- Sport-specific training methods
- The role of technology in sport training
- Reflective practice

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	25	
Practical classes and workshops	15	This includes practical coaching and training workshops and students having the opportunity to practice their own delivery.
Guided Independent Study	160	This includes: directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	C1 - A report justifying a periodisation plan and session plans for a selected athlete (ALO 1)	66%
	C2 – Critical review of delivery of plan (ALO 3)	34%
		100%
Practical	P1: Delivery of three sessions of a mesocycle (ALO 2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	C1 - A new report justifying a periodisation plan and session plans for a selected athlete (ALO 1)	66%
	C2 – New critical review of delivery of plan (ALO 3)	34%
		100%
Practical	P1: New delivery of three sessions of a mesocycle (ALO 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX