

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	FD Sport (Coaching) FD Sport (Performance) FD Sport (Physical Education)
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	July 2016
<b>Next revalidation</b>	July 2021
<b>Credit points for the award</b>	240 credits for FD
<b>UCAS Code</b>	CX61/2C44/C6T9
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject Benchmarks for Hospitality, Leisure, Sport and Tourism (2008)
<b>Other external and internal reference points used to inform programme outcomes</b>	National Occupational Standards for Sport <a href="http://www.nos.ukces.org.uk/pages/results">www.nos.ukces.org.uk/pages/results</a> SkillsActive National Occupational Standards for Sport Coaching (2006 – revised 2012)
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full-Time
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	July 2016

#### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- Produce learners who are prepared for further study and research, as well as professional employment within a sporting environment.
- Enable students to develop and extend their understanding of the methods and processes of intellectual enquiry related to specific pathways within sport.
- Produce learners with the experience, knowledge and skills to succeed within specific pathways in sport
- Develop a critical understanding of the theories and concepts that influence and shape the sports industry.
- Provide a framework in which employers and providers can collaborate to develop a dynamic sporting career pathway

- Provide a challenging high quality vocational programme within a sporting domain, including core and specialist modules, which facilitate access and progression for a wide range of students from diverse and varied backgrounds.
- Provide the fundamental skills to develop independent and reflective learners within a sporting environment.
- To widen the scope and enhance the employability and career prospects within a sport related career pathway.
- Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region.
- Enable learners to progress onto an Honours Degree relevant to the sports industry.

## **2.2 Relationship to other programmes and awards**

**(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)**

N/A

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	
<b>Learning and teaching strategy/ assessment methods</b>	
<b>K1</b>	Demonstrate a detailed understanding of the theoretical components influencing the sporting continuum.
<b>K2</b>	Demonstrate a comprehensive and detailed knowledge being able to critically appraise and evaluate appropriate knowledge / concepts as an aid to problem solving.
<b>K3</b>	Evaluate the diverse moral, ethical and legal issues, which underpin both the study and practice of sport
<p><b>Key Learning &amp; Teaching Methods</b></p> <p>The key learning aims and teaching methods are designed to promote independence, allowing learners to develop individualised learning strategies and technical skills which are an essential skill at working within the performance industry.</p> <ul style="list-style-type: none"> <li>• The lectures will be utilised to impart the fundamental literature resources, key principles and concepts, which will then be embedded in practical sessions</li> <li>• The seminars will be a mixture of students and tutor led sessions considering practical examples of the principles and concepts.</li> <li>• The workshops and tutorials will take the form of individual support and feedback for students by tutors.</li> <li>• E-learning screencasts will be made available to all students through Google Classroom</li> </ul>	

<b>3A. Knowledge and understanding</b>	
	<ul style="list-style-type: none"> <li>• Practical sessions will allow students time to practise and refine their training and research skills in a safe environment before undertaking necessary testing with athletes.</li> <li>• Group debates will be held to provide students an opportunity to review and critically debate examples and case studies in the areas within the sports performance industry.</li> <li>• Individual research sessions will be used to supplement the theory and allow students to develop a range of employability skills.</li> <li>• Observation and self-reflection will be utilised to prepare students when undertaking work related learning.</li> </ul> <p><b>Key Assessment Methods</b></p> <p>Both formative and summative assessment methods shall be adopted within the programme.</p> <p>Formative assessment and feedback is embedded throughout the module in response to embedded learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, analytical tool practice, research tasks, and role plays, for instance. Formative assessment is also on-going through a structured 1:1 tutorial system, by module tutors and a specialised occupationally competent tutor.</p> <p>The programme will adopt the college’s Higher Education policy on draft submissions, whereby a draft component can be submitted 2 weeks prior to the hand in date of the official summative assessment. The draft submission</p>

### 3A. Knowledge and understanding

should be no longer than 25% of the maximum words for the assessment component.

Summative assessments have been designed to reflect employability skills and occupationally-related tasks. The names given to assessments have generally been based upon occupationally-related skills and tasks where there is an expectation to demonstrate the relevant vocational skills and employability skills, as well as reflective practice and academic writing.

Assessment methods adopted on the programme include:

- Oral Exam
- Written exam
- Written report
- Written essay
- Practical
- Presentations.
- Portfolios.
- Reflective Learning essay
- Application Process
- Case Study
- Interview Process
- Work placement observation
- Industry simulation

<b>3B. Cognitive skills</b>		
<b>Learning outcomes:</b>		<b>Learning and teaching strategy/ assessment methods</b>
<b>C1</b>	Appraise and evaluate evidence from appropriate sources to make independent judgements in relation to relevant industries	As above
<b>C2</b>	Question orthodoxy of academic literature, using balanced, logical and supported argument.	
<b>C3</b>	Develop intellectual flexibility and openness to new ideas in a sporting context.	

<b>3C. Practical and professional skills</b>		
<b>Learning outcomes:</b>		<b>Learning and teaching strategy/ assessment methods</b>
<b>P1</b>	Be able to operate autonomously with limited supervision or direction within agreed guidelines and / or constraints.	As above
<b>P2</b>	Manage and apply a range of practical, academic and professional skills within a vocational environment.	
<b>P3</b>	Can operate ethically in complex and/or unpredictable situations demonstrating skills in critical thinking and problem solving.	
<b>P4</b>	Provide and apply a range of standard or innovative techniques within the sports industry.	

3D. Key/transferable skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
<b>T1</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	As above
<b>T2</b>	Engage effectively in academic discussion and present arguments in a professional manner.	
<b>T3</b>	Use problem-solving skills in a variety of theoretical and practical situations.	
<b>T4</b>	Think and operate in an independent manner.	
<b>T5</b>	Manage time and prioritise workloads.	

#### 4. Programme Structure

Programme Structure - LEVEL 4		
Compulsory modules	Credit points	Compensatable
Psychology of Sport, Exercise and Physical activity	20	Yes
Fundamentals of Training and Fitness	20	Yes
Professional Development	20	Yes
Sports Analysis	20	Yes
Sociology of Sport, Exercise and Physical activity	20	Yes
Coaching Practice	20	Yes

Programme Structure - LEVEL 5 – Sports Coaching Pathway		
Compulsory modules	Credit points	Compensatable
Applied Training and Fitness in Coaching	20	Yes
Coaching Pedagogy	20	Yes
Independent Study	20	Yes
Work Related Learning	20	No
Inclusive Recreation	20	Yes
Coaching Programme	20	Yes

Programme Structure - LEVEL 5 – Sports Performance Pathway		
Compulsory modules	Credit points	Compensatable
Applied Strength and Conditioning	20	Yes
Sport therapy and rehabilitation	20	Yes
Independent Study	20	Yes
Work Related Learning	20	No
Applied Maximising Performance	20	Yes



<b>Programme Structure - LEVEL 5 – Sports Performance Pathway</b>		
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Sports Nutrition	20	Yes

<b>Programme Structure - LEVEL 5 – Sports PE Pathway</b>		
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Independent Study	20	Yes
Coaching in Sport and P.E.	20	Yes
Policy and Practice in P.E.	20	Yes
Work Related Learning	20	No
Inclusive P.E.	20	Yes
Learning and Teaching P.E.	20	Yes

## Programme Structure

Overview of structure of the modules across the Academic Year.

### Full-time route:

#### **Level 4:**

Level 4 has been structured in a way to provide students with the underpinning knowledge required to forge a successful career within the Sport Coaching, Performance and Physical Education. The industry application, however, is focused around the need for the application of these skills into the specific occupational sector and understanding the sector-specific demands.

The programme contains three themes: equipping the student with the core skills and knowledge, understanding the contexts of sport within the chosen career pathway. Consistent contextualisation and application of module theory, to the occupational pathway focus, will further link the learning of skills, principles and concepts to the practical workings and employment opportunities of the chosen occupational pathway.

The first semester provides students with the academic knowledge and understanding of the physiological and psychological domains which underpin physical activity. The Professional Development module will ease transition by ensuring students' academic, personal and professional growth.

The continual contextualisation and application of sport theory to sector-specific practice of the modules is continued within semester two ensuring the student is fully engaged on a practical level which supports good retention. The modules will provide the students with the appropriate skills and academic understanding and so aiding the transition into level 5 and their specific chosen pathway.

<b>Level 4</b>			
<b>Semester 1</b> Weeks 1-15	Psychology of Sport, Exercise and Physical activity (20 credits)	Fundamental of Training and Fitness (20 credits)	Professional Development (20 credits)
<b>Semester 2</b> Weeks 16-30	Sociology of Sport, Exercise and Physical activity (20 credits)	Coaching Practice (20 credits)	Sports Analysis (20 credits)

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**Level 5:**

At Level 5 students will move into their industry specific sport career pathway building upon the underpinning knowledge gained at level 4. Each sport career pathway will challenge the students to become more independent by providing them with more autonomy, for example, giving them the opportunity to choose the subject matter of their choice to research.

All career pathways will involve students undertaking, as part of the Work Related Learning Module, valuable work experience in their chosen sector. It is envisaged, that this will provide the students with an opportunity to develop personally and professionally and thus, gain the necessary knowledge, skills and experience to gain employment in their chosen field upon successful completion of their programme of study.

To complete the course on a full-time basis, students will attend for two academic years and for those who wish to study through the part-time option, they will attend for three academic years.

FD Sport (Coaching)

<b>Level 5</b>			
<b>Semester 1</b> Weeks 1-15	Applied Training and Fitness in Coaching (20 credits)	Coaching Pedagogy (20 credits)	Independent Study (20 credits)
<b>Semester 2</b> Weeks 16-30	Work Related Learning (20 credits)	Coaching Programme (20 credits)	Inclusive Recreation (20 credits)

FD Sport (Performance)

<b>Level 5</b>			
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<b>Semester 1</b> Weeks 1-15	Applied Strength and Conditioning (20 credits)	Sports Therapy and Rehabilitation (20 credits)	Independent Study (20 credits)
<b>Semester 2</b> Weeks 16-30	Work Related Learning (20 credits)	Applied Maximising Performance (20 credits)	Sports Nutrition (20 credits)

FD Sport (Physical Education)

<b>Level 5</b>			
<b>Semester 1</b> Weeks 1-15	Coaching Sport and P.E (20 credits)	Policy and Practice in P.E (20 credits)	Independent Study (20 credits)
<b>Semester 2</b> Weeks 16-30	Work Related Learning (20 credits)	Leading and Teaching in P.E. (20 credits)	Inclusive P.E. (20 credits)

**Part time delivery**

We do not envisage having part-time students starting September 2017 and this will not be marketed. Any students needing to reduce from full-time to part-time due to personal circumstance will be offered the opportunity to infill.



## 5. 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

### Distinctive Features

- The Fd Sport (Coaching, Performance and Physical Education) Pathways are subject to high levels of employer engagement in areas such as curriculum and module design. Employer engagement is encouraged throughout the programme, particularly regarding curriculum development, evaluation and placements.
- Extremely strong teaching team with highly qualified staff members in each of the pathways offered. Staff are qualified up to masters level with vast industry specific and academic experience.
- Alongside their academic duties staff are current practitioners in each of the pathways keeping up to date with industry developments, regulations and standards through continual CPD including overseas placement, qualifications and mentoring.
- An emphasis on the balance between practical and employability skills and a strong grounding in student led research.
- Students have access to a range of facilities including: Indoor Active Zone, Human Performance Laboratory, Strength and Conditioning Gym, and Outdoor Sports Pitches.
- Extremely strong teaching team in terms of variety of sports coaching industry experience and academic and professional qualifications.
- Google Classroom, the College's VLE is used extensively to support learning.

- Wide and varied range of work placement opportunities in the sports industry, such as West Yorkshire Sport; Youth Sports Trust; Sports England; Schools within City of Bradford Metropolitan Council, Calderdale Council and Leeds City Council; Leeds Rhinos RLFC; Leeds Rhinos Foundation; Bradford City Football Club; Leeds United Football Club; County Football Associations; The Rugby Football League; Yorkshire County Cricket Club and Yorkshire Cricket Foundation as well as a range of sports clubs and organisations within the Yorkshire region, who can provide work experience placement and opportunities for students to undertake action research projects.
- Links within the college, for example, Sports Academies, Level 3 Sport and Public Services students and students with additional learning needs.
- The HE Sport Programme Team is also in the fortunate position to offer overseas placements for students at the National Institute of Sport in Vierumäki, Finland, Toni and Gerhard's Snowshop, in Alpendorf, Austria and Virginska School, Orebro, Sweden.
- It is envisaged that specialist additional qualifications such as Personal Training, ProZone Performance Analysis, FA Qualifications and First4Sport MultiSkills Level 2.
- The programme hosts a wide range of adapted delivery methodologies in response to sector, employer and students demands. This includes a 2 day timetable for students, thus maximising the opportunities for work-related learning and vocational practice. Furthermore, the programme strives to respond to the patterns of employment observed within the occupational sectors, responding accordingly.
- Full-time students not already employed in the occupational sector will be supported in gaining vocational practice, and all students will have the opportunity to gain further vocational experience and work placements in the UK.

## 6. Support for students and their learning

The award adopts the following approach to student learning support:.

- A structured pre-enrolment and on-course support system is to be in place. All students are interviewed and support needs and systems are discussed at this point. A 'keep warm' event is also planned for July when all students who have applied will be invited to College for the day and will be given the opportunity to speak to tutors, meet fellow applicants and take part in various leadership and management activities. This will give the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Award Leader will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.
- Tailored induction support begins before students arrive with the admissions team, and is reinforced within the detailed induction programme.
- Students who wish to follow an occupational pathway will be supported by being allocated a subject specialist tutor. These tutors will meet the students in group and individual one to one tutorials to support the students to contextualise the Sport theories and concepts to the specific occupational sector.
- A robust communications system functions to give students access to the course team; this includes e-mail, on-line texting system (WebAdmin), the VLE and course notice boards.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student is allocated at least one tutor for regular tutorials and personal development planning. Where a student is to study modules focusing on the occupational sector a tutor will be allocated; one from Sport Coaching, one from Sport Performance and one from P.E. specialism. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line ProMonitor software.



- Students are fully supported in their work related experience / placements, continually from pre-enrolment to programme completion, by both a placement mentor and a programme work placement supervisor. Although students are encouraged to find and negotiate their own placements, the programme team will assist students in this process where necessary. Whilst on placement, 1:1 tutorials will provide learners with the opportunity to discuss any issues or concerns about their placement activities. There will also be thorough tracking throughout the evidence gathering for portfolios in the Professional Development and Work Related Learning modules. Work placement visits will also be carried out where possible. The placement mentor (employer-based) will be fully supported and provided guidance by the programme work placement supervisor, and programme team. They will be provided with a mentor handbook, including thorough information of placement expectations and communication processes between the employer and the college.
- There is an extensive range of learning resources in the Library, supported by subject-specialist staff, as well as staff providing bespoke study skills sessions for students.
- Students are allocated a Chromebook which means they have access to the Library+ resources away from the College.
- There are a range of student services such as welfare, counselling, financial and careers advice.
- Leeds City College provides a range of services for students, including support for those with additional needs.

## 7. Criteria for admission

A **typical offer** is likely to be 2 x D at A level, or a Merit profile in a relevant BTEC National Diploma, together with a minimum of 4 GCSE grades at C or above including English or equivalent. A satisfactory reference will also be required.

Students will be subject to the DBS (Disclosure of Barring Services) process.

International qualifications will be assessed against these criteria. Speakers of other languages need to have an IELTS score of at least 6.0 or a recognised level 2 English qualification. All students must be able to demonstrate either by qualifications or by testing that, they have the required literacy skills to complete the course.

Students who do not have GCSE grade Cs in Maths and English may need these to progress to Top Up degree programmes and will be given the opportunity to gain these whilst on programme.

We welcome applications from candidates who may not have met the academic criteria, but can demonstrate a wealth of experience in their chosen field (e.g. relevant work experience, accredited qualifications from sporting National Governing Bodies). Candidates in this category will be interviewed to assess their suitability. The course structure actively supports claims for Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning.

#### **8. Language of study**

English

#### **9. Information about assessment regulations**

Work Related Learning across all three pathways is non compensatable.

#### **10. Methods for evaluating and improving the quality and standards of teaching and learning.**

All HE programmes at LCC are subject to the Quality Management and Enhancement processes, in addition to those carried out by Teesside University. In line with the University processes all learners complete evaluation forms at the end of each module, each year and at the end of the programme. The Module Leaders also produce end of module reports with information drawn from the evaluations, and consultations with students. Additionally all team members are required to attend HE staff development sessions at least twice per year, these sessions are designed to share good practice, enhance teaching skills, improve quality of programmes and strengthen any areas of concern which may have arisen. All team members have to attend five programme specific team meetings per year, in addition to general team meetings and as well as three Award meetings, all with pre-set agendas, and the Award Leaders have to attend Pathway Committee Meetings and Heads of Higher Education attend HE Committee Meeting – all of which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as additional peer observations, and all students groups have student representatives who meet termly with senior

management staff to discuss the programmes progress and any considerations which may have occurred. Finally all programmes utilise a peer review system and attend an annual planning event which considers all aspects of the programme and any feedback taken.

Annexe 1: Curriculum map

**Map of Programme Outcomes to Modules**

**For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.**

**Level 4 - FD Sport (Coaching)/ FD Sport (Performance) / FD Sport (P.E)**

Module Name Level 4	Outcome Key														
	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Psychology of Sport, Exercise and Physical activity	x	x			x			x			x				x
Fundamentals of Training and Fitness		x			x					x	x		x		
Professional Development	x				x		x		x		x	x		x	x
Sports Analysis	x	x		x		x	x		x	x	x				
Sociology of Sport, Exercise and Physical activity	x		x	x						x			x	x	
Coaching Practice		x	x	x		x	x	x				x			

### Level 5 - FD Sport (Coaching) Pathway

Module Name Level 5	Outcome Key														
	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Applied Training and Fitness in Coaching	x			x	x			x		x		x		x	
Coaching Pedagogy		x				x	x			x	x			x	
Independent Study		x		x	x		x				x	x	x		x
Work Related Learning	x		x	x		x	x	x	x		x	x			x
Inclusive Recreation	x					x		x			x		x		
Coaching Programme	x					x	x		x		x	x	x		

### Level 5 - FD Sport (Performance) Pathway

Module Name Level 5	Outcome Key														
	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Applied Strength and Conditioning	x	x		x		x			x	x	x			x	
Sports Therapy and rehabilitation	x		x	x	x			x		x			x	x	

Independent Study		x		x	x		x				x	x	x		x
Work Related Learning	x		x	x		x	x	x	x		x	x			x
Applied Maximising Performance		x			x		x	x		x	x	x			
Sports Nutrition	x	x		x	x		x	x		x	x	x			

### FD Sport (P.E) Pathway

Module Name Level 5	Outcome Key														
	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Independent Study		x		x	x		x				x	x	x		x
Coaching in Sport and P.E.		x		x	x			x		x		x		x	
Policy and Practice in P.E.	x		x	x				x			x		x		
Work Related Learning	x		x	x		x	x	x	x		x	x	x		x
Inclusive P.E.	x			x					x		x			x	
Learning and Teaching P.E.	x	x			x		x	x		x	x		x		

Annexe 2: Teaching and Learning Grids

<b>Map of Teaching and Learning Methods</b>
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**Level 4**

**Year: 1**

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Psychology of Sport, Exercise and Physical activity	✓	✓	✓	✓	✓	✓	✓	
Fundamentals of Training and Fitness	✓	✓	✓	✓	✓	✓	✓	✓
Professional Development	✓	✓	✓			✓	✓	✓
Sports Analysis	✓	✓	✓		✓	✓	✓	✓
Sociology of Sport, Exercise and Physical activity	✓	✓	✓	✓		✓	✓	
Coaching Practice	✓	✓	✓	✓	✓	✓	✓	

**Level 5**

**FD Sport (Coaching)**

**Year : 2**

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers



Applied Training and Fitness in Coaching	✓	✓	✓	✓	✓	✓	✓	
Coaching Pedagogy	✓	✓	✓	✓	✓	✓	✓	
Independent Study	✓	✓	✓	✓	✓	✓	✓	✓
Work Related Learning	✓	✓	✓			✓	✓	
Inclusive Recreation	✓	✓	✓	✓	✓	✓	✓	
Coaching Programme	✓	✓	✓	✓	✓	✓	✓	

**Level 5 FD Sport (Performance)**

**Year: 2**

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Applied Strength and Conditioning	✓	✓	✓	✓	✓	✓	✓	
Sports Therapy and rehabilitation	✓	✓	✓	✓	✓	✓	✓	✓
Independent Study	✓	✓	✓	✓		✓	✓	✓
Work Related Learning	✓	✓	✓			✓	✓	
Applied Maximising Performance	✓	✓	✓	✓	✓	✓	✓	
Sports Nutrition	✓	✓	✓		✓	✓	✓	✓

**Level 5****FD Sport (P.E.)****Year: 2**

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Independent Study	✓	✓	✓	✓		✓	✓	✓
Coaching in Sport and P.E.	✓	✓	✓	✓	✓	✓	✓	
Policy and Practice in P.E.	✓	✓	✓			✓	✓	✓
Work Related Learning	✓	✓	✓			✓	✓	
Inclusive P.E.	✓	✓	✓	✓	✓	✓	✓	
Learning and Teaching P.E.	✓	✓	✓	✓	✓	✓	✓	

Annexe 3: Assessment Grids

<b>Map of Assessment Methods</b>
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**Level 4 FD Sport (Coaching), FD Sport (Performance), FD Sport (P.E.)**

**Year: 1**

	Written Report	Practical with Reflective essay	Written essay	Industry simulation	Presentation	Portfolio	Written Exam	Oral Exam
Psychology of Sport, Exercise and Physical activity			50% (1500 words)				50% (1500 words equiv.)	
Fundamentals of Training and Fitness	50% (1500 words)				50% (1500 words equiv.)			
Professional Development				50% (1500 words equiv.)		50% (1500 words equiv.)		
Sports Analysis			50% (1500 words)		50% (1500 words equiv.)			

Sociology of Sport, Exercise and Physical activity					50% 15 min (1500 words equiv.)			50% 15 min (1500 words equiv.)
Coaching Practice		50% (1500 words)			50% 15 min (1500 words equiv.)			

**Level 5**

**FD Sport (Coaching)**

**Year : 2**

	Practical assessment with written evaluation	Written Report	Reflective Learning essay	Presentation	Portfolio	Viva
Applied Training and Fitness in Coaching	50% (2000 words equiv.)				50% (2000 words equiv.)	
Coaching Pedagogy	50% (2000 words equiv.)			50% 20 min (2000 words)		
Independent Study		60% (2400 words)		40% 15 min		

				(1600 words equiv.)		
Work Related Learning			50% (2000 words)			50% (2000 words equiv.)
Inclusive Recreation	50% (2000 words equiv.)				50% (2000 words equiv.)	
Coaching Programme					100% (4000 word equiv.)	

**Level 5      FD Sport (Performance)      Year : 2**

	Practical assessment	Written Report	Reflective Learning essay	Presentation	Case study	Professional Discussion	Viva
Applied Strength and Conditioning	50% (2000 words equiv.)				50% (2000 words equiv.)		

Sports Therapy and rehabilitation							
Independent Study		60% (2400 words)		40% 15 min (1600 words equiv.)			
Work Related Learning			50% (2000 words)				50% (2000 words equiv.)
Applied Maximising Performance		100% (4000 words)					
Sports Nutrition				50% 15 min (2000 words equiv.)		50% 20 min (2000 words equiv.)	

**Level 5**

**FD Sport (P.E.) Year : 2**

	Practical assessment	Written Report	Reflective Learning essay	Presentation	Portfolio	Viva
Independent Study		60% (2400 words)		40% 15 min (1600 words equiv.)		
Coaching in Sport and P.E.		50% (2000 words equiv.)		50% 20 min (2000 words equiv.)		
Policy and Practice in P.E.	60% (2400 words equiv.)	40% (1600 words equiv.)				
Work Related Learning			50% (2000 words)			50% (2000 words equiv.)
Inclusive P.E.	50%				50%	

	(2000 words equiv.)				(2000 words equiv.)	
Learning and Teaching P.E.	50% (2000 words equiv.)			50% (2000 words equiv.)		







