

Module specification

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|----------------------|---|
| Module Code | SPT549 |
| Module Title | Tomorrows Practitioner- The Sport and Exercise Industry |
| Level | 5 |
| Credit value | 20 |
| Faculty | FSLS |
| HECoS Code | 100499 |
| Cost Code | GASP |
| Pre-requisite module | N/A |

Programmes in which module to be offered

| Programme title | Core/Optional/Standalone |
|---|--------------------------|
| FdSc Sports Coaching and Fitness | Core |
| BSc (Hons) Sport and Exercise Science | Core |
| BSc (Hons) Football Coaching and Performance Specialist | Core |

Breakdown of module hours

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|---|----------------|
| Learning and teaching hours | 12 hrs |
| Placement tutor support hours | 2 hrs |
| Supervised learning hours e.g. practical classes, workshops | 16 hrs |
| Project supervision hours | 0 hrs |
| Active learning and teaching hours total | 30 hrs |
| Placement hours | 80 hrs |
| Guided independent study hours | 90 hrs |
| Module duration (Total hours) | 200 hrs |

Module aims

- To develop an understanding of structures within a sport, coaching, exercise and/or fitness setting.
- Provide insight into interpersonal relationships and group cohesion.
- To develop an ability to appraise working environments through evidence-based practice.

Module Learning Outcomes

At the end of this module, students will be able to:

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|---|---|
| 1 | Engage effectively within a sport/exercise industry. |
| 2 | Reflect upon the learning experience of subject-specific skills within the sport environment. |
| 3 | Evaluate professional skills required to work within an applied environment. |
| 4 | Develop professional competencies to operate effectively within the working environment. |

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Written Report - Students will write a written report summarising development and experiences during their work-based learning (4,000 words). Evidence of engagement within this setting needs to be provided, as well as a reflection of current skills and future direction for skill development for working within their chosen coaching environment(s). This will require the student to engage with an appropriate work-based setting, students will be supported through this process.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|------------------------|---------------------|---------------|---------------------------------------|
| 1 | 1 | Attendance (Placement) | Pass/Fail | 0% | N/A |
| 2 | 2, 3, 4 | Written Assignment | 4000 | 100% | N/A |

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the university's Active Learning Framework (ALF). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The use of workshops and practical exercises will allow students to understand the content and use of the processes being taught.

During WBL opportunities students will be required to complete and keep up to date pre-constructed Work-Based Learning Portfolios, details of these will be provided at the commencement of the module.

All students will be expected to participate in workshops and group work. Work-based learning support will be provided.

Formative assessment will be incorporated within this module to support the students learning journey, providing a framework and direction for the summative assessments.

Welsh Elements

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.

Indicative Syllabus Outline

- BASES Supervised Experience Competencies (Professional Practice Guidelines).
- BASES Code of Conduct – (e.g. identifying the client, confidentiality, working within
- own competencies and boundaries).
- International Sports Coaching Framework (Best Practice Guidelines).
- Reflective and evidence-based practice in performance environment.
- Organisational structures and N.G.B.'s.
- The roles of practitioners in the performance environment (e.g., performance directors, managers, coaches, athletes, psychologists, strength & conditioners, performance analysts, physiotherapists etc).
- Introduction to skill development and CPD.
- Communication within the applied environment.
- Performance Evaluation

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Helyer, R. (2015). *Work-Based Learning Student Handbook*. 2nd ed. London: Palgrave Macmillan.

Meggison, D. (2003), *Continuing Professional Development*. London: Chartered Institute of Personnel and Development.

Other indicative reading:

Collins, D. J. (2011). *Performance Psychology: A Practitioner's Guide*. London: Churchill Livingstone.

Contemporary professional practice articles will be drawn upon from a range of sport, coaching & exercise journals (such as Journal of Sports Sciences, The Sport Psychologist etc.).

This module will follow current professional practice guidelines as provided by:
International Sports Coaching Framework
Sport Wales <http://www.sportwales.org.uk/>

English Institute of Sport <http://www.eis2win.co.uk>

Administrative Information

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| For office use only | |
| Initial approval date | 18/07/2025 |
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