

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

Module Code	SPC503
Module Title	Sport and Fitness Environments
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100499
Cost Code	GASP

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdSc Coaching: Sport and Fitness	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	8 hrs
Placement tutor support	10 hrs
Supervised learning e.g. practical classes, workshops	12 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work-based learning	80 hrs
Guided independent study	90 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	30/05/22
With effect from date	01/09/22
Date and details of revision	
Version number	1

## Module aims

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This module aims to...

- The aims of this module are to develop an understanding of coaching structures within a sport and fitness setting.
- Provide insight into the coaching process, interpersonal relationships, and group cohesion.
- To develop an ability to appraise coaching environments through evidence-based practice.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Engage effectively within a sport and fitness environment.
2	Reflect upon the learning experience and application of subject-specific skills within the coaching environment.
3	Evaluate personal and professional skills required to work within a coaching environment.
4	Develop professional competencies to operate effectively within the working environment.

## Assessment

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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	Weighting (%)
1	1,2,3,4	Written Assignment	100%

## 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.

## Indicative Syllabus Outline

- 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>

## Employability skills – the Glyndŵr Graduate

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged  
Enterprising  
Creative  
Ethical

### Key Attitudes

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

**Practical Skillsets**

Digital Fluency

Organisation

Leadership and Team working

Critical Thinking

Emotional Intelligence

Communication