



Swansea University
Prifysgol Abertawe

FACULTY OF SCIENCE AND ENGINEERING

UNDERGRADUATE STUDENT HANDBOOK

YEAR 2024 (FHEQ LEVEL 4)

SPORTS COACHING AND PERFORMAMNCE DEGREE PROGRAMMES

SUBJECT SPECIFIC

PART TWO OF TWO

MODULE AND COURSE STRUCTURE

2024-25

Welcome to the Faculty of Science and Engineering!

Whether you are a new or a returning student, we could not be happier to be on this journey with you.

At Swansea University and in the Faculty of Science and Engineering, we believe in working in partnership with students. We work hard to break down barriers and value the contribution of everyone.

Our goal is an inclusive community where everyone is respected, and everyone's contributions are valued. Always feel free to talk to academic, technical and administrative staff, administrators - I'm sure you will find many friendly helping hands ready to assist you. And make the most of living and working alongside your fellow students.

During your time with us, please learn, create, collaborate, and most of all – enjoy yourself!

Professor David Smith
Pro-Vice-Chancellor and Executive Dean
Faculty of Science and Engineering



Faculty of Science and Engineering	
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DISCLAIMER

The Faculty of Science and Engineering has made all reasonable efforts to ensure that the information contained within this publication is accurate and up-to-date when published but can accept no responsibility for any errors or omissions.

The Faculty of Science and Engineering reserves the right to revise, alter or discontinue degree programmes or modules and to amend regulations and procedures at any time, but every effort will be made to notify interested parties.

It should be noted that not every module listed in this handbook may be available every year, and changes may be made to the details of the modules. You are advised to contact the Faculty of Science and Engineering directly if you require further information.

The 24-25 Swansea University academic year begins on 23 September 2024

Full term dates can be found [here](#) for Swansea University, and [here](#) for Gower College Swansea

DATES OF GCS 24-25 TERMS

23 September 2024 – 20 December 2024

06 January 2025 – 11 April 2025

28 April 2025 – 30 May 2025

SWANSEA UNIVERSITY

SEMESTER 1

23 September 2024 – 27 January 2025

SEMESTER 2

27 January 2025 – 06 June 2025

SUMMER

09 June 2025 – 19 September 2025

IMPORTANT INFORMATION ON ACADEMIC INTEGRITY

Swansea University and the Faculty of Science of Engineering takes any form of **academic misconduct** very seriously. In order to maintain academic integrity and ensure that the quality of an Award from Swansea University is not diminished, it is important to ensure that all students are judged on their ability. No student should have an unfair advantage over another as a result of academic misconduct - whether this is in the form of **Plagiarism**, **Collusion** or **Commissioning**.

It is important that you are aware of the **guidelines** governing Academic Misconduct within the University/Faculty of Science and Engineering and the possible implications. The Faculty of Science and Engineering will not take intent into consideration and in relation to an allegation of academic misconduct - there can be no defence that the offence was committed unintentionally or accidentally.

Please ensure that you read the University webpages covering the topic – procedural guidance [here](#) and further information [here](#). You should also read the Faculty Part One handbook fully, in particular the pages that concern Academic Misconduct/Academic Integrity.

STUDENT SUPPORT

The **Student Experience and Information** Team are there to support you through your studies and to provide non-judgemental advice and guidance. If you have any questions relating to your academic or personal life you can contact the Team and chat through your support options.

As well as your Personal Tutor, the college has a team of dedicated Student Support Officers who can offer help and support on a number of issues that may be affecting your studies. They offer one to one support and can refer onto other agencies for additional support if needed. For more information, you can email your specific Support officer: Maureen McQuaid mcquaid@gowercollegeswansea.ac.uk

The current [FSE Student webpages](#) also contain useful information and links to additional resources:



READING LISTS

Reading lists for each module are available on the course Canvas page and are also accessible via <http://ifindreading.swan.ac.uk>.

We do not expect you to purchase textbooks, unless it is a specified key text for the course.

THE DIFFERENCE BETWEEN COMPULSORY AND CORE MODULES

Compulsory modules must be **pursued** by a student.

Core modules must not only be **pursued**, but also **passed** before a student can proceed to the next level of study or qualify for an award. Failures in core modules must be redeemed.

Further information can be found under “Modular Terminology” on the following link - <https://myuni.swansea.ac.uk/academic-life/academic-regulations/taught-guidance/essential-info-taught-students/your-programme-explained/>

Year 1 (FHEQ Level 4) 2024/25
Sports Coaching and Performance
BA Sports Coaching and Performance

<p>SRF100G Academic Skills 10 Credits J Prosser</p>
<p>SRF101G Applied Professional Practice 1 20 Credits M O'Kelly</p>
<p>SRF102G Enterprise in Sport 20 Credits M O'Kelly</p>
<p>SRF103G Fundamentals of Sports Coaching 20 Credits M O'Kelly</p>
<p>SRF104G Principles of sports performance 30 Credits J Prosser</p>
<p>SRF105G Sport and Physical Activity in the Community 20 Credits J Prosser</p>
<p>Total 120 Credits</p>

SRF100G Academic Skills	
Credits: 10 Session: 2024/25 September-June (TB1+2)	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): J Prosser	
Format:	Lectures and seminars will occur in person, on campus. The module will comprise 30 weeks of 1-hour lectures or 1-hour seminars. A range of online resources will also be provided for students to engage with before and after lectures.
Delivery Method:	All delivery will occur on-campus, in person at a Gower College, Swansea campus. This will be supplemented by a range of self-directed online activities.
Module Aims:	This module prepares students for studying at degree level. Students will learn how to write academically and ensure plagiarism is avoided. Students are equipped with the skills needed for successful learning within a higher education environment.
Module Content:	<ul style="list-style-type: none"> • Planning and managing time – setting your own learning goals, pace and progress evaluation. • Self-directed learning • Note taking • Academic integrity and misconduct • The art of referencing • Planning and structuring an academic assignment • Research skills for degree level study • Presenting information • Providing constructive feedback
Intended Learning Outcomes:	<p>On completion of the module, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop and implement self-directed learning strategies fostering independent intellectual inquiry and an autonomous learning approach 2. Use appropriate academic language and structure to convey ideas and arguments clearly and logically 3. Identify and use suitable and credible sources of information, employing appropriate citation and referencing methods 4. Plan and deliver engaging and coherent oral presentations, using visual aids and effective communication techniques 5. Work cohesively with a group or effectively on their own to complete tasks/work.
Assessment:	<p>Assignment 1 (40%)</p> <p>Assignment 2 (60%)</p>
Assessment Description:	<p>Assignment 1 – Open book timed written essay – November submission (800-word equivalent)</p> <p>You are required to write an essay titled 'How to be a successful coach or performer (learner choice agreed by lecturer)',</p> <p>Assignment 2 – Group Presentation, Mind map comparison and peer feedback – April submission (1200 words)</p> <p>You are required to prepare a mind map comparing 2 sports coaching and performance settings (1200 words). You will then produce a 5-minute group presentation communicating the content of the mind map, and feedback to a fellow learner.</p>
Moderation approach to main assessment:	Moderation by sampling of the cohort
Assessment Feedback:	Written feedback via Turnitin, plus verbal individual feedback on their performance.
Failure Redemption:	Students will redeem failure by resubmitting the failed component as originally set. For the Group Presentation resubmission of an individual presentation would be allowed.
Reading List:	<p>Rabel, K. (2020). Manage Your Time..</p> <p>Jones, Ian, 1970- author., Research methods for sports studies, Routledge is an imprint of the Taylor & Francis Group, an informa business, 2022 - 2022.ISBN: 9781032049847</p> <p>Halsted, Diana Hopkins., The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University / Diana Hopkins, Tom Reid, : .ISBN: 9781529796797</p> <p>Bailey, S. (2022). Academic Writing for University Students .</p>

Additional Notes: This is a compulsory module for the BSc (Hons) Sports Coaching and Performance and is not available to any other students. This module will be taught face to face throughout year 1.

SRF101G Applied Professional Practice 1

Credits: 20 Session: 2024/25 September-June (TB1+2)

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): M O'Kelly

Format: Lectures and seminars will occur in person, on campus. The module will comprise 30 weeks of 1.5 hour lectures and seminars. A range of online resources will also be provided for students to engage with before and after lectures.

Delivery Method: All delivery will occur on-campus, in person at a Gower College, Swansea campus. This will be supplemented by a range of self-directed online activities. There will be allocated professional placement activity days.

Module Aims: This module will enable students to develop employability skills through a supported programme of lectures and supporting workshops. Students will develop key transferable employability skills and achieve specific employability competencies through the production of an employability portfolio.

Module Content: • What makes a great CV?

- Professional conduct, professional communication, and team work
- Legislations used in the workplace eg Safeguarding, ALN, GDPR, HASOW, E&D, Future Generations & Wellbeing Act, Anti Racism Wales act
- The challenge of application forms and personal statements
- Reflective practice (Plus SWOT)
- Preparing for the interview
- Preparing to sell yourself in the digital workplace
- Emotional Intelligence and Influencing Others
- Planning for the future.

Intended Learning Outcomes: By the end of this module, students should be able to:

1. Identify and acquire essential skills and knowledge necessary to effectively pursue and secure employment opportunities in relevant fields.
2. Describe workplace expectations, including professional behaviour and conduct
3. Identify and outline personal employability skills and their use in a workplace setting ce setting.
4. Reflect on personal experiences and how these insights will inform future career decisions and professional growth
5. Illustrate the importance of establishing and maintaining a professional online presence and discuss its impact on career development and networking in contemporary contexts

Assessment: Assignment 1 (50%)
Assignment 2 (50%)

Assessment Description: Assignment 1: Report/Vlog – 50% Submitted in December.

An Organisational Investigation (2000 Words)

You are required to write a report on an organisation or institution that provides sports provision (e.g., school, college, community organisation, or professional sports club) which is linked to your future career plan. The report should provide detailed knowledge of the organisation or institution. You will need to research your organisation/institution and cover the following points within the organisation/institution:

- Introduction to the Sports Organisation
- Overview of the sports area and its approach to sport, eg professional sports club, school, community organisation
- Structure and Culture of the organisation
- Professional affiliation, Policy context and best practice guidelines
- Job prospects, typical salaries and job roles within this area of sport
- Graduate entry roles and requirements
- Skills required to work in the sector
- Summary of the organisation

Assignment 2: Portfolio – 50% Submitted in April

Portfolio of work from classroom and placement-based activities (2000 words):

You are required to produce a portfolio of work which will reflect your preparation for employment for a role in the sports industry. The portfolio should include the following:

1. CV, Cover Letter and Linked-In Profile.
2. Successfully completed application forms for 3 roles.
3. Feedback on application from a shortlisting panel.
4. Evidence of placement activities.
5. Demonstrate Reflection – 10 reflective journal entries based on placement activities.

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Written feedback via Turnitin, plus verbal individual feedback on their performance.

Failure Redemption: Resubmission of failed component(s) as originally set

Reading List: Thewell R; Dicks, M. (2019). Professional Advances in Sports Coaching: Research and Practice.

Yates, J. (2022). Sports The Career Coaching Handbook.

Cassidy T; Potrac P; Rynne, S. (2023). Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice (Fourth Edition).

Becker, L. (2020). Write a Brilliant CV.

McKee, H,A; Porter, J,E. (2017). Professional Communication and Network Interaction: A Rhetorical and Ethical Approach .

Goleman, G; Cherniss, C. (2024). Optimal: How to Sustain Personal and Organizational Excellence Every Day.

Additional Notes: This is a compulsory module for the BSc (Hons) Sports Coaching and Performance and is not available to any other students. Delivery of this module is face to face.

SRF102G Enterprise in Sport	
Credits: 20 Session: 2024/25 September-June (TB1+2)	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): M O'Kelly	
Format:	30 Weeks x 1.5 hours. Combination of Taught lectures with group workshops and research based learning to develop applied knowledge.
Delivery Method: All delivery will occur on-campus, in person at a Gower College, Swansea campus.	
Module Aims: The Enterprise Module develops understanding and principles within the world of sporting business. Students will get the opportunity to examine a specific business of their choice, reviewing their operation and function. The areas of leadership, marketing and Events form key elements of the module content.	
Module Content: Introduction to the module – what we mean by enterprise, creativity and the entrepreneurial mindset	
<ul style="list-style-type: none"> • Introduction to reflective practice, skills for planning and presentation skills • Alternative entrepreneurial role models • What kind of an entrepreneur are you? Introduction to reflective practice • The role of relationships to the entrepreneurial project • What it means to be entrepreneurial • Creativity and the first steps to getting started • Getting off the ground – starting up • Enterprise within the sporting sector • People skills – relationships, negotiation, selling and collaborating • Coping with failure – learning to be resilient • Principles of Marketing practices • Events within sporting Enterprise 	
Intended Learning Outcomes: On completion of this module students should be able to:	
<ol style="list-style-type: none"> 1. Discuss personal views and opinions of the need for developing entrepreneurial values, attitudes, behaviours and skills, 2. Identify and describe options for initiating entrepreneurial action in order to address a complex social or economic problem or market need, 3. Define the skills and practices needed to influence successful personal entrepreneurial practice. 4. Reflect on personal experience of entrepreneurial practice, 5. Interpret basic marketing terminology and concepts 	
Assessment:	Coursework 1 (40%) Coursework 2 (60%)
Assessment Description: Coursework 1 – Individual Mind map, 1000 words (or 2 sides of A3) - 40%, submitted in March The student will submit a mind map on which describes their understanding of the views and opinions of entrepreneurial values, attitudes, behaviours and skills as well as options for initiating action to address complex problems. The mind map has an indicative word count of 1000 words, or 2 sides of A3, but can be created using any digital medium and will be marked according to criteria relating to the understanding of the complexity and interrelationships of the entrepreneur with their activity. No word count penalties will be enforced.	
Coursework 2 – Pitch (May Submission) showcasing a case study local business of your choice. Content to include all research based business factors and insight into the Industry. Pitch to include approved interview material and presenter analysis of business function. - Pitch a business idea (Dragon's Den Style industry panel).[15 mins pitch and 10 mins questions].	
Moderation approach to main assessment: Moderation by sampling of the cohort	
Assessment Feedback: Individual written or oral feedback will be provided alongside the marking scheme used to assess Coursework 1 and 2, provided on turnitin.	
Failure Redemption: Students will redeem failure by resubmitting the failed component	
Reading List: Hassan, D., & Morrow, S. (2016). Managing Sport Business: An Introduction.. Shropshire, K. L., & Davis, T. (2017). The Business of Sports Agents. . Ratten, V., & Ferreira, J. J. (2017). Sport Entrepreneurship and Innovation.. Li, M., MacIntosh, E. W., & Bravo, G. A. (2017). Entrepreneurship in Sport Management..	

Additional Notes: This is a compulsory module for the BSc (Hons) Sports Coaching and Performance and is not available to any other students.

SRF103G Fundamentals of Sports Coaching

Credits: 20 Session: 2024/25 September-June (TB1+2)

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): M O'Kelly

Format: You will receive a mixture of core theory teaching with practical learning. Students will be expected to secure 15 volunteer coaching hours within the community to apply and develop their skills.

Delivery Method: Delivery will include a mix of on-campus, in person at a Gower College, Swansea campus. The split will be as follows:

Theory (at GCS) Lectures 25

Practical Lectures 20

Coaching hours 15

Module Aims: This module aims to help students develop an understanding of the fundamental knowledge and skills of effective coaching. The module will examine coaching practice in relation to current theories and models associated with effective coaching. You will be given an opportunity to gain practical coaching experience and observe coaches in action within this module.

Module Content: • Evidence-based coaching practice;

- practical coaching sessions with peers;
- pedagogical theories including behaviourism, cognitivism and constructivism;
- coach behaviour;
- the coaching process;
- coach biographies;
- coaching philosophy;
- the coaching role;
- NGB coaching award;
- professional responsibilities (ethics and legalities);
- history of coaching;
- Planning / Risk assessment

Intended Learning Outcomes: By the end of this module, students should be able to:

1. Describe the fundamentals of coaching and the coaching process, including aspects of the coaching role including ethics and legalities
2. Plan, communicate, participate, deliver and reflect on their own and others' coaching practice
3. Evaluate coaching research and coaching practice
4. Apply learning theories in practical coaching contexts

Assessment: Assignment 1 (50%)
Portfolio (50%)

Assessment Description: Coursework 1 – Individual – 50%

Essay (2000)

Knowledge of the Underlying concepts and principles linked to Sports Coaching in different contexts, evaluating legal and ethical considerations

Coursework 2 – Individual 50% [2000 words equivalent]

Coaching Portfolio for a series of community based delivered sessions, including planning, performance observation and evaluative elements

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Individual written or oral feedback will be provided alongside the marking scheme used to assess Coursework 1 and 2, provided on turnitin.

Failure Redemption: Students will redeem failure by resubmitting the failed component as originally set

Additional Notes: This is a compulsory module for the BSc (Hons) Sports Coaching and Performance and is not available to any other students.

SRF104G Principles of sports performance

Credits: 30 Session: 2024/25 September-June (TB1+2)

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): J Prosser

Format: Lectures and seminars will occur in person, on campus. A range of online resources will also be provided for students to engage with before and after lectures.

Delivery Method: All delivery will occur on-campus, in person at a Gower College, Swansea campus. Lessons will be taught face to face, the lessons will cover the knowledge base of sport performance, psychological dimensions, physiological systems and the structure of the human body. The lesson will use a range of practical sessions to demonstrate the acute impact of exercise. The module will include three assessments, one being a presentation, class test (1) and the other, a case study.

Module Aims: The module will provide students with an understanding of core principles of sport performance, psychological dimensions, physiological systems and structure and function human body. Students will examine fundamental theories of sport psychology, covering topics such as imagery, Goal setting, ... developmental considerations. Students will also develop the knowledge and understanding of the structure and function of the following systems of the human body: skeletal system, muscular system, articular system, nervous system, endocrine system, digestive system and urinary system.

Module Content: • Introduction to Sport Psychology

The role of sport psychology

Mental training techniques

Imagery

Goal Setting

Thought management

Physical relaxation/Arousal regulation

Developmental considerations for working young athletes

Parental involvement

Developing self confidence in young athletes

The role of Positive Youth Development Programmes

GOAL

SUPER

Wheel of Excellence

Inner Edge

• Structure and function of the circulatory system (*mapped to CIMSPA Professional Standards)

-Function of the heart.

-How blood moves through the four chambers of the heart.

-Systemic and pulmonary circulation.

-Structure and functions of blood vessels.

-Systolic and diastolic blood pressure.

-Blood pressure classifications.

• Structure and function of the respiratory system

-Structure and function of the lungs.

-Main muscles involved in breathing.

-Passage of air through the respiratory tract.

-Process of gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration).

• Structure and function of the skeleton

-Functions of the skeleton.

-Structures of the axial skeleton.

-Structures of the appendicular skeleton.

-Classification of bones.

-Structure of long bones.

-Stages of bone growth.

-Posture, in terms of: curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.

• Joints

-Classification of joints.

-Structure of synovial joints.

-Types of synovial joints and their range of motion.

-Joint movement potential and joint actions.

• Muscular system

-Types, characteristics and functions of muscle tissue.

-Structure of skeletal muscle.

-Name and location of the anterior skeletal muscles.

-Name and location of the posterior skeletal muscles.

-Structure and function of the pelvic floor muscles.

-Types of muscle action.

-Joint actions brought about by specific muscle group contractions.

-Skeletal muscle fibre types and their characteristics.

• Life-course of the musculoskeletal system: Young people (13-18), Antenatal and postnatal period. Older adults (50 plus)

- Energy Systems

How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate. Use of the three energy systems during aerobic and anaerobic exercise: e.g. according to different type/duration/intensity of exercise.

Anabolism, catabolism and excess post-exercise oxygen consumption (EPOC).

By-products of the three energy systems and their significance in muscle fatigue. Effect of endurance training/advanced training methods on the use of fuel for exercise.

- Nervous system:

- Role and functions of the nervous system.

- Principles of muscle contraction.

- The 'all or none' law/motor unit recruitment."

How exercise can enhance neuromuscular connections and improve motor fitness.

- Digestive system

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- Functions of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine).

- How fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved.

- Role of dietary fibre in the maintenance of gut function.

- Role of the liver and pancreas in assisting digestion.

- Timescales for digestion. Importance of fluid.

- Anatomical planes of movement

Frontal, (coronal), sagittal and transverse.

- Anatomical terms of location

- Superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep.

- Applied biomechanics and kinesiology

Know the effect of exercise variables on biomechanics and kinesiology.

Intended Learning Outcomes: By the end of this module, students should be able to:

1. Define and describe the role of sport psychology

2. Outline the range of training techniques used in sport psychology

3. Describe and explain the developmental considerations of working with young athletes. Explain

4. Explain the use and benefits of Positive Youth Development (PYD) programmes

5. Relate the role of parental involvement to the development of young people in youth sport.

6. Describe the anatomical structure of the major components of the: cardiovascular system, respiratory system, digestive system, endocrine system and urinary/renal system

7. Describe the structure of the heart and peripheral circulation and the physiological control of the cardiovascular system.

8. Describe the processes of inspiration, expiration, gaseous exchange and explain the control of respiration.

9. Describe the functional relationships between the endocrine system and the regulation of physiological function and metabolism

10. Describe the effect of progressive exercise on the cardiovascular and respiratory systems

Assessment:

Presentation (20%)

Class Test 2 - Held under exam conditions (30%)

Case Study (50%)

<p>Assessment Description: Individual presentation: (12 minutes with question/answer) (20%) Students will produce a presentation on 'Mental training techniques for athletes'</p> <p>In class test MCQ (30% 45 minutes) Students will complete a 30 question MCQ on the body systems (Skeletal, Circulatory, Muscular, Energy, Nervous)</p> <p>Case studies (3,000 words) (50%) Students will complete a guide for a National Governing Body outlining guidance in working with young athletes, including psychological and physical development</p>
<p>Moderation approach to main assessment: Moderation by sampling of the cohort</p>
<p>Assessment Feedback: Written feedback via Turnitin will be given on summative assessment components.</p>
<p>Failure Redemption: Students will redeem failure by resubmitting the failed component as originally set</p>
<p>Reading List: Camilla J. Knight, Chris G. Harwood and Daniel Gould Eds. [2018] Sport Psychology for Young Athletes. Weinberg and Gould [2023] Foundations of sport and exercise psychology 8th Edition. Widmaier, Eric P., author., Vander, Arthur J., 1933-; Raff, Hershel, 1953- author.; Strange, Kevin T., author.; Shoede, Todd C., author., Vander's human physiology : the mechanisms of body function, McGraw-Hill, 2019.ISBN: 1260085228 VanPutte and Regan [2022] Seeley's anatomy & physiology .</p>
<p>Additional Notes: This is a compulsory module for the BSc (Hons) Sports Coaching and Performance and is not available to any other students.</p>

SRF105G Sport and Physical Activity in the Community	
Credits: 20 Session: 2024/25 September-June (TB1+2)	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): J Prosser	
Format:	Lectures and seminars will occur in person, on campus. A range of online resources will also be provided for students to engage with before and after lectures.
Delivery Method:	Lessons will be taught face to face, the lessons will cover the knowledge base of sport, health participation and recreational sectors to promote participation, and positive health and well-being. The module will include two assessments, one being a presentation and the other, a report.
Module Aims:	This module will provide learners with an overview of essential terminology and central discussions related to community sport and physical activity (PA). Specifically, we will explore the concept of community, the evolution of community sport and PA, and address key challenges within the sector.
Module Content:	<ul style="list-style-type: none"> • The key interventions (or landmarks) that have impacted on the evolution of sports development (Wolfenden Report, the birth of the Sports Council, Devolution). • The models of sports development (traditional/ modified sports development continuum). • Understanding the landscape of community sport • Contemporary issues in community Sport and Physical activity. • Planning for sports development (School Sport, Community, Club, Workforce, Facility and Elite). • Processes in planning, implementation and monitoring sports development initiatives
Intended Learning Outcomes:	On successful completion of this module, students will have the ability to: <ol style="list-style-type: none"> 1. Explain the process of sport development 2. Discuss the impact of sport development on wider society issues and challenges.s. 3. Outline the landscape in which community sports operates. 4. Outline and employ key planning skills through the assessment of needs, planning strategically, and tackling challenges to bring sports development to any community.
Assessment:	Group Work - Presentation (25%) Report (75%)
Assessment Description:	Group presentation (10 minutes inclusive of Q&A) (25%) Students will produce and present a timeline of the key interventions that have impacted on sport development. Report (3,000 words) (75%) Students will produce a report outlining the process in planning for a sport/physical activity in the community.
Moderation approach to main assessment:	Moderation by sampling of the cohort
Assessment Feedback:	Written feedback via Turnitin will be given on summative assessment components.
Failure Redemption:	Students will redeem failure by resubmitting the failed component as originally set
Reading List:	Wilson, R. and Platts, C. (eds.). Managing and Development Community Sport.. Sherry, E., Schulenkorf, N., Phillips, P. Managing Sport Development: An International approach.. Beech, J and Chadwick, S The Business of Sport Management. Second Edition.. Coakley, Jay J., author., Sports in society : issues and controversies, McGraw-Hill, 2021 - 2021.ISBN: 9781260571400
Additional Notes:	All delivery will occur on-campus, in person at a Gower College, Swansea campus. Delivery of this module will be face to face.