Wrexham glyndŵr UNIVERSITY

**MODULE SPECIFICATION PROFORMA**

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| **Module Title:** | Introduction to Applied Sport Science in the Performance Environment | **Level**: | 4 | **Credit Value**: | 20 |

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| **Module code**: | SPT407 | **Is this a new module?** | Yes | **Code of module being replaced**: | N/A |

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| **Cost Centre**: | GASP | **JACS3 code**: | C600, C610 |

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| **Trimester(s) in which to be offered:** | 3 | **With effect from:** | August 2016 |

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| **School:** | School of Life & Social Sciences | **Module Leader:** | Pam Richards |

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| Scheduled learning and teaching hours | 25 hrs |
| Guided independent study | 175 hrs |
| Placement | 0 hrs |
| **Module duration (total hours)** | 200 hrs |

| **Programme(s) in which to be offered** | Core | Option |
|---|---|---|
| Standalone module<br>Aligned to BSc (Hons) Sport Coaching for QAA and assessment purposes | | |

| **Pre-requisites** |
|---|
| None |

Office use only
Initial approval July 16
APSC approval of modification July 16 Version 1
Have any derogations received SQC approval? Yes ☐ No ✓

**Module Aims**

*This module aims to:*

- Provide opportunities to enhance and develop both performers and the performance setting.
- Provide opportunities for the practice, development and widening of personal transferable skills which will be appropriate and beneficial for each student's subsequent professional progress.
- Introduce students to a range of sport science concepts.
- Understand and appreciate a selection of sport science theories and principles used by sports coaches.

**Intended Learning Outcomes**

Key skills for employability

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| KS1 | Written, oral and media communication skills |
| KS2 | Leadership, team working and networking skills |
| KS3 | Opportunity, creativity and problem solving skills |
| KS4 | Information technology skills and digital literacy |
| KS5 | Information management skills |
| KS6 | Research skills |
| KS7 | Intercultural and sustainability skills |
| KS8 | Career management skills |
| KS9 | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy |

| At the end of this module, students will be able to | | Key Skills | |
|---|---|---|---|
| 1 | Demonstrate effective integration of performance analysis, physiology and psychology within a coaching context. | KS1 | KS2 |
| | | KS3 | KS5 |
| | | KS7 | |
| 2 | Identify and discuss a range of performance analysis, physiological and psychological aspects relative to the athlete and team. | KS1 | KS2 |
| | | KS5 | KS6 |
| | | KS10 | |
| 3 | Evaluate the design of delivery sessions within a sporting context that utilise elements of sports science. | KS3 | KS5 |
| | | KS6 | KS8 |
| | | KS9 | |

Transferable/key skills and other attributes

Communicating clearly in groups and individually, developing and demonstrating IT, problem solving, team-working, organization and delivering to plan.

**Assessment:**

Assessment 1: Essay.
The students will use one theme from each of the sport science disciplines (physiology, psychology and performance analysis) to compile an essay describing how they would incorporate each element into a coaching / training session.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|---|---|---|---|---|---|
| 1 | 1,2 & 3 | Essay | 100% | | 2000 words |

**Learning and Teaching Strategies:**

Planning, organisation, observation, discussion, self-management, independent thinking, problem solving, IT skills, communication skills, interpersonal skills of interacting with performers and reflective practice.

This module will be delivered with a variety of learning & teaching strategies, where students have to engage with a range of activities, which include lectures, seminars, small group work, practical activities and practical workshops.

**Syllabus outline:**

- Sports science in the coaching environment: significance, relationship and barriers to successful integration.
- Sport psychology: relevant underpinning theory
- Sport psychology: How it effects the performer and its implications to coaching.
- Sports physiology: relevant underpinning theory
- Sports physiology: what the coach needs to know.
- Performance Analysis: Informing coaching practice.
- Planning and delivering sessions that include sport science elements.

**Bibliography:**

**Essential reading**

Jones, R.L., Hughes, M. and Kingston, K. (eds.) (2008), *An Introduction to Sports Coaching.* London: Routledge.

Kremer, J., Moran, A., Walker, G. and Craig, C. (2012), *Key Concepts in Sport Psychology*. London: Sage.

McArdle, W.D., Katch, F.I. and Katch, V.L. (2015), *Exercise Physiology: Energy, Nutrition & Human Performance*. 8th ed. Philadelphia: Williams and Wilkins.

**Other indicative reading**

Collins, D., Button, A. and Richards, H., (2011). *Performance Psychology: A Practitioner's Guide*. Edinburgh: Elsevier

Hughes, M. and Franks, I. (2015), *The Essentials of Performance Analysis*. London: Routledge.

Martini, F.H. (2015), *Fundamentals of Anatomy and Physiology.*10th ed. New Jersey: Prentice Hall.

O'Donoghue, P. (2014), *An Introduction to Performance Analysis of Sport.* 2nd ed. London: Routledge.