

## MODULE SPECIFICATION FORM

Module Title: <b>Sports Practice 2</b>	Level <b>5</b>	Credit Value: <b>20</b>
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Module code: <b>SPT506</b> (if known)	Cost Centre: <b>GASP</b>	JACS2 code*: <b>C600</b>
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Semester(s) in which to be offered:	1 and 2	With effect from:	Sept 2011
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Existing/New: <b>New</b>	Title of module being replaced (if any):	<b>None</b>
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Originating Academic area:	<b>Sport and Exercise Sciences</b>	Module Leader:	<b>Colin Hill</b>
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Module duration (contact hours/directed/directed private study):	<b>40/60/100</b>	Status: Option:	<b>BSc (Hons) Sport and Exercise Sciences; BSc (Hons) Sport Coaching</b>
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Percentage taught by originating Subject (please name other Subjects):	<b>None</b>
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
<b>BSc (Hons) Sport and Exercise Sciences; BSc (Hons) Sport Coaching</b>	<b>None</b>	<b>None</b>

Module Aims:
<ol style="list-style-type: none"> <li>1. develop methods of application and integration of theoretical knowledge gained in other modules being studied concurrently, to the practical sport/exercise undertaken;</li> <li>2. apply contemporary research to the sport/exercise specific area;</li> <li>3. provide students with coaching, teaching and/or instructing knowledge and skills, including those required for different levels of ability.</li> </ol>

## Expected Learning Outcomes

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

Knowledge and Understanding:

1. apply and integrate theoretical knowledge gained from other modules being studied to the practical sport/exercise undertaken;
2. give a practical demonstration of the sport/exercise in a safe and effective manner.
3. apply contemporary research to demonstrate a critical understanding of the sport/exercise undertaken

Transferable/Key Skills and other attributes:

Demonstrate self-reliance when working independently, and co-operation when working in groups; communicate succinctly and eloquently in written, oral and other relevant presentation formats; utilise self reflection, evaluation and appraisal; demonstrate an ability to plan and effectively manage the learning and work environment

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Practical Delivery

Students will be expected to select a major movement for a chosen sport. Students will; propose, demonstrate and advise a client in a progression of exercises to improve the selected movement (**Learning Outcome 2**).

Written document and justification

The student will produce a document showing a periodised training plan for an athlete in a particular sport. Scientific justification will be given for decisions made during the construction of the programme (**Learning Outcome 1 and 3**).

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	2	Practical Delivery	25%		15 mins (approx.)
2	1 and 3	Written document and justification	75%		3000 words

Learning and Teaching Strategies:

This module will be delivered through a series of lectures and seminar sessions together with practical activities.

Syllabus outline:

- Physiological benefits and issues associated with the exercise/sport
- Psychology benefits and issues associated with the exercise/sport
- Application and integration of theoretical knowledge gained in other modules
- Observation, analysis and modification of performance
- Instructing/coaching/teaching skills and techniques relevant to the sport/exercise
- Contemporary research on the sport/exercise
- Reflective practice
- Lesson planning

## **Bibliography**

Essential reading:

Current journals in sport & exercise psychology. *Exercise Physiology. Coaching, and performance/ notational analysis*

McArdle, W.D., Katch, F.I. and Katch, V.L. (2001). *Essentials of Exercise Physiology*. Williams and Wilkins.

Other indicative reading:

Biddle, S.J.H., Fox, K.R. and Boutcher, S.H. (2000). *Physical Activity and Psychological Well-Being*. London: Routledge

Dalgleish, J. and Dollery, S. (2001). *The Health and Fitness Handbook*. Essex, England: Pearson Education Limited.

Fleck, S.J. and Kraemer, W.J. (2005) *Designing Resistance Training Programs*. Champaign, IL: Human Kinetics.

Howley, E.T. and Franks, D. (2004). *Health Fitness Instructor's Handbook*. Champaign, IL: Human Kinetics.

Martens, R. (2004). *Successful Coaching*. Champaign, IL: Human Kinetics.

Watson, A. W. S. (1983). *Physical Fitness and Athletic Performance: A Guide For Students, Athletes and Coaches*. London: Longman.

Weinberg, R.S., and Gould, D. (2003). *Foundations of Sport and Exercise Psychology (3<sup>rd</sup>)*. Leeds: Human Kinetics.

Williams, J. M. (2003). *Applied Sport Psychology: Personal Growth to Peak Performance*. Mountain View, CA: Mayfield.

