MODULE SPECIFICATION

Module Code:	FAW602

Module Title:	Planning for Performance

Level:	6	**Credit Value:**	20

Cost Centre(s):	GASP	JACS3 **code**:	C600

School:	Social & Life Sciences	**Module Leader:**	Dr Pam Richards

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Football Coaching and the Performance Specialist	☐	✓
BSc (Hons) Sports Coaching and Performance Development	☐	✓
BSc (Hons) Sport, Health and Performance Science	☐	✓

Pre-requisites
None

Office use only
Initial approval: 13/08/2018 Version no: 2
With effect from: 01/09/2018
Date and details of revision: Version no: 2

Module Aims

This module aims to:

- Enhance the students' ability to critically appraise training programmes.
- Develop the theoretical knowledge required to develop and appraise periodised training programme for athletes.
- Use a case study approach in order to examine the application of planned programmes for athletes dependent on the nature of the athlete and the sport.
- Identify and utilise IT that identifies and calculates physiological/psychological and/or technical variables associated with the implementation of training programmes.

Intended Learning Outcomes

Key skills for employability

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	Critically appraise a training plan.	KS1	KS2
		KS6	KS10
2	Critically examine a training strategy in relation to the specific nature of the athlete.	KS3	KS6
3	Develop and critically discuss the physiological, psychological and/or the nutritional components of a periodised plan.	KS1	KS3
		KS4	KS5
		KS6	
4	Critically evaluate learning preferences of the client and present the proposed training strategies in a clear and concise manner	KS1	KS2
		KS4	KS5
		KS10	KS6

Transferable skills and other attributes

Working independently, academic writing skills, practical skills, problem solving and the use of IT.

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment 1: **Portfolio**
Individually the student will work with a team or athlete to produce a portfolio. The student will collect information detailing the team/individuals training plan (three months) and critically evaluate its effectiveness in relation to the literature on training principles, the goals of the athlete(s) and the athletes specific nature/environment (e.g. age, standard, personal factors).

Assessment 2: **Coursework**
Individually the student will develop, analyse and present a detailed periodised plan for an appropriate period incorporating at least one of: physiological, psychological or nutritional factors, critically discussing the rationale for any proposed strategies. The student will critically evaluate the learning preferences of the client/athlete and present the plan/strategies using a clear, concise and appropriate method of delivery (e.g. AV presentation, athlete report or podcast).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Portfolio	50		2000
2	3& 4	Coursework	50		2000

Learning and Teaching Strategies:

A combination of lead-lectures, practical workshops and seminars will form the basis of this module. Students will be required to undertake background reading and experiential work will be conducted across a range of sports. Formative assessments will be provided through practical tasks and feedback to students on performance in class-based tasks.

Syllabus outline:

- Training theory principles, objectives, classifications, testing, load and systems
- Macro, meso and micro cycles (week, month and long term); single v multiple goal planning
- Nutritional periodisation
- Psychological skills to improve effectiveness; age, gender and level related psychology
- Preparation for training; physical, technical and tactical
- Scientific principles specific to individual, team (football) and multi discipline sports.
- External factors that impact on development (e.g. friends, families, media, fans and team-mate dynamics).
- Physical and biomotor development

Indicative Bibliography:

Essential reading

Bompa, T. and Buzzichelli, C. (2015) Periodisation Training for Sports. Human Kinetics. Champaign Ill.

Bompa, T. and Haff G., (2018). Periodisation: Theory and Methodology of Training. 6th Ed. Champaign, IL: Human Kinetics

MacLaren, D. and Moreton, J., (2011). Biochemistry for Sport and Exercise Metabolism. Wiley

Mumford, G and Jackson, P., (2015). The Mindful Athlete. Parallax Press

Nelson, L., Groom, R., and Potrac. (2016). Learning in Sports Coaching: Theory and Application. London: Routledge

O'Donoghue P. and Holmes L., (2016). Data Analysis in Sport. London: Routledge

Other indicative reading

Baechle, T., and Earle, R. (2008). Essentials of strength training and conditioning (3rd ed). Champaign, IL: Human Kinetics.

Bompa, T. and Carrera, C. (2005) Periodisation Training for Sports: Science-Based Strength and Conditioning Plans for 17 Sports. Human Kinetics. Champaign Ill.

Brown, L., and Ferrigno, V. (2005). Training for speed agility and quickness. Champaign, IL: Human Kinetics

Cardinale, M., Newton, R. and Nosaka, K. (2010). Strength and Conditioning: Biological Principles and Practical Applications. London, Wiley-Blackwell

Davidson F. (1996) Principles of Data handling, Thousand Oaks, CA Sage Publications

Joyce, D. and Lewendon, D. (2014). High Performance Training for Sports. Campaign, Illinois: Human Kinetics.

Ingham, S. (2016). How to Support a Champion: the art of applying science to the elite athlete. London: Simply Said.

O'Donoghue P. (2010). Research Methods for Sports Performance Analysis, London: Routledge.

Sumpter D. (2016). Soccermatics: Mathematical Adventures in the Beautiful Game, London: Bloomsbury