

MODULE SPECIFICATION PROFORMA

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| Module Title: | Technology to Enhance Performance | Level: | 6 | Credit Value: | 20 |
|----------------------|-----------------------------------|---------------|---|----------------------|----|

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| Module code: | FAW604 | Is this a new module? | Yes | Code of module being replaced: | |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|

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| Cost Centre: | GASP | JACS3 code: | C600 |
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| Trimester(s) in which to be offered: | 1, 2 and 3 | With effect from: | September 2018 |
|---|------------|--------------------------|----------------|

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| School: | School of Life & Social Sciences | Module Leader: | Pam Richards |
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| 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 | Core | Option |
|---|-------------------------------------|-------------------------------------|
| BSc (Hons) Football Coaching and the Performance Specialist | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| BSc (Hons) Sports Coaching and Performance Development | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| BSc (Hons) Sport and Exercise Sciences | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Pre-requisites |
| None |

Office use only

Initial approval August 2016

APSC approval of modification August 2018

Version 2

Have any derogations received SQC approval?

Yes No N/A

Module Aims

This module aims to:

- Develop the ability to design models that can be used to assess performance.
- Identify and utilise technology in the collection, analysis and dissemination of technical and/or tactical information
- Consider the most appropriate and effective mechanisms for feeding back information.
- Expose students to a range of practical issues, formats and technologies in conducting performance analysis.

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

| At the end of this module, students will be able to | | Key Skills | |
|---|--|------------|------|
| 1 | Design, develop and critically evaluate a technological system for a chosen environment. | KS3 | KS4 |
| | | KS5 | KS6 |
| | | KS10 | |
| 2 | Critically analyse, evaluate and interpret data collected in a specific environment. | KS3 | KS4 |
| | | KS5 | KS10 |
| 3 | Critically evaluate the data in context of the setting. | KS3 | KS4 |
| | | KS6 | KS10 |
| 4 | Construct and design a feedback mechanism, and critically reflect on the implementation and effectiveness of the feedback. | KS1 | KS3 |
| | | KS4 | KS6 |

Transferable/key skills and other attributes

Observation, discussion, self-management, independent thinking, problem solving, IT skills, mathematics and communication skills, interpersonal skills of interacting with professionals

Derogations

N/A

Assessment:

Assessment 1: Presentation

The student will produce a presentation that examines performance analysis issues for a sport or activity. The student will develop a technologically based technique analysis system and critically evaluate its ability to assess the issues identified. The student will use the technologically based system developed to critically evaluate the issues identified in relation to the specific environment and setting identified for the analysis. The student will identify the learning preferences of the recipient; develop a technological mechanism for disseminating the results of their analysis; and critically reflecting on the feedback process.

Guidance: Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1 | 1, 2, 3 and 4 | Presentation | 100% | | 30 min |

Learning and Teaching Strategies:

The module will include a range of teaching forums such as: lectures, practicals, tutorials, seminar presentations, self-directed study, and introduce students to generic software (e.g. Microsoft Excel) utilised within the profession and academia.

Syllabus outline:

- An appreciation of the physiological demands on players (player profiles, movement patterns, activity rates, training versus match demands, player specific demands).
- An appreciation of the psychological demands on players (team cohesion/dynamics, roles and responsibilities linked to goal-setting, Types of feedback (knowledge of performance, knowledge of results, verbal, visual and video).
- The use of types of feedback (knowledge of performance, knowledge of results, verbal, visual and video).
- An appreciation and understanding of a range of methods for feeding back information.
- The application of computerised and technology based performance systems in the analysis of sport (use of, benefits and limitations).
- The uses of recording media (video and audio tapes) in performance analysis (use of, benefits and limitations).

Bibliography:

Essential reading

Guidance: These titles form an essential part of the course. Students are expected to draw on these titles as part of a core part of their learning experience and in order to complete assignments satisfactorily. No more than three or four texts should be set for each module and electronic resources should be included if appropriate.

The library will, wherever possible, keep one copy of each in stock on restricted loan for students to consult, but wherever possible, programme leaders should indicate where students would be expected to purchase items for themselves.

Hughes, M. and Franks, I. (2004), *Notational analysis of sport*. 2nd ed. London: Routledge.

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

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

Other indicative reading

Guidance: These are titles which supplement or enhance core reading. Students should be encouraged to make use of the library catalogue or other databases to identify further reading.

Reading lists should be submitted by June to guarantee availability for September. Please contact your Learning Resource Advisor for further information.

Carling, C., Williams, A. M. and Reilly, T. (2006), *Handbook of Soccer Match Analysis*. London: Routledge.

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

Franks, I. and Hughes, M. (2016), *Soccer Analytics: Successful Coaching Through Match Analyses*. Maidenhead: Meyer & Meyer Sport.

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