

Module specification

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Module Code	SPT526
Module Title	Working in the Tennis Environment
Level	5
Credit value	40
Faculty	FSLS
HECoS Code	100433
Cost Code	GASP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to BSc (Hons) Applied Sport and Exercise Science for QA and assessment purposes	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	8 hrs
Placement tutor support	2 hrs
Supervised learning e.g. practical classes, workshops	34 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	44 hrs
Placement / work based learning	10 hrs
Guided independent study	346 hrs
Module duration (total hours)	400 hrs

For office use only	
Initial approval date	30/10/2024
With effect from date	30/10/2024



For office use only	
Date and details of revision	
Version number	1

Module aims

This module aims to provide students with the skills necessary to develop as tennis coaches. Students will develop fundamental tennis coaching skills and will have opportunity to demonstrate these skills in the applied environment through placement hours. The completion of a tennis coaching award is also a key module aim.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Develop basic tactical development frameworks for group tennis coaching.
2	Develop basic technical development frameworks for group tennis coaching.
3	Develop basic physical development frameworks for group tennis coaching.
4	Develop basic mental development frameworks for group tennis coaching.
5	Develop skills necessary to support group tennis coaching sessions.
6	Demonstrate effective communication skills for group tennis coaching.
7	Demonstrate effective organisation skills for group tennis coaching.
8	Complete placement hours in a tennis related environment.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.



Assessment 1: Students will participate in a tennis assistant coaching award where they will be required to plan and deliver a tennis session. Students will also complete some theory elements online.

Assessment 2: Complete placement hours in a tennis related environment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 – 7	Practical	Pass/Refer
2	8	Practical	Pass/Refer

Derogations

N/A

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the University's Active Learning Framework (ALF). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content).

Indicative Syllabus Outline

- Module introduction
- Placement introduction
- Planning and preparing a tennis coaching session
- Assistant tennis coaching award

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update

Essential Reads

Diegan, P. (2008), *Coaching and Learning Tennis Basics (revised)*. Independently Published.

Other indicative reading

Ives, B., Potrac, P., Gale, I., and Nelson, L. (eds.) (2022), *Community Sport Coaching: Policies and Practice*. London: Routledge.

Kovacs, M. S., Roetert, P. E., and Ellenbecker, T.S. (2016), *Complete Conditioning for Tennis*, 2nd ed. Champaign, IL: Human Kinetics.

Professional Tennis Registry (2013). *International Book of Tennis Drills*. Chicago: Triumph Books.

Smith, M. (2017), *Absolute Tennis: The best and next way to play the game*. New York: New Chapter Press.

Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.