



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skill Acquisition				
Module Code	UISXM4-15-1	Level	1	Version	2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Sports Coaching FdSc Sports Coaching BSc (Hons) Physical Education and School Sport				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	17 February 2014
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Define skill acquisition and motor control and relate the core principles to sport and exercise behaviours (A). 2 Understand and describe the development of key theories and principles in skill acquisition and motor control (A). 3 Interpret key applications of skill acquisition and motor control, identifying strengths and weaknesses in the applications to practice (A). 4 Examine the relevance of skill acquisition and motor control to the coaching process (A). 5 Apply theory to practice in problem solving exercises using a coach's perspective (A).
Syllabus Outline	1 Learning theories, stages of learning and the application of learning to practice. 2 Information processing models and applications. 3 Classification of skill and ability. 4 Complexity of skill and development of practice. 5 Types of feedback and the impact on performance. 6 Memory structures and the role of attention in performance. 7 Reaction time and the impact on performance.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150				
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TOTAL	150												
Teaching and Learning Methods	<p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their independent learning. The learning approaches will be negotiated between the student and the supporting tutor. Contact time will be divided through a combination of lectures, seminars and practical sessions. It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at undergraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Practical and seminar sessions will be used to develop the skills required to analyse the processes involved in learning sport specific skills. The virtual learning environment (VLE), email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p>Scheduled Learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops, external visits;</p> <p>Independent Learning May include hours engaged with essential reading, assignment preparation and completion etc.</p> <p>Virtual Learning Environment (VLE) This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>												
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table border="1"> <tr> <td>Number of credits for this module</td> <td style="text-align: center;">15</td> </tr> </table> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam. 	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="1" data-bbox="927 344 1058 483"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core Readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further Readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Magill, R. A. (Current Edition). <i>Motor Learning and Control: Concepts and Applications</i>. New York: McGraw-Hill. • Schmidt, R. A., Lee T. D. (Current Edition). <i>Motor Control and Learning: A Behavioural Emphasis</i>. Champaign, IL: Human Kinetics. • Schmidt, R. A., & Wrisberg. (Current Edition). <i>Motor Learning and Performance: From Principles to Practice</i>. Champaign, IL: Human Kinetics. 								

Part 3: Assessment		
Assessment Strategy	<p>The module is assessed using an open laboratory notebook examination based on a practical report. The examination will allow students to demonstrate knowledge and understanding of core concepts, giving them an opportunity to develop those concepts within an applied setting and a capacity to reflect and review on the success of the plan in action.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>	
Identify final assessment component and element	Open laboratory notebook examination.	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A Description of each element		Element weighting
1	Open laboratory notebook examination based on a practical report (2 hours)	100%
Resit (further attendance at taught classes is not required)		
Component A Description of each element		Element weighting
1	Open laboratory notebook examination based on a practical report (2 hours)	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		