

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sport Science for Coaches				
Module Code	UISV4B-15-3	Level	3	Version	2.0
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Physical Education and School Sport BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport Coaching BSc (Hons) Sport Conditioning and Injury Management BSc (Hons) Sport Conditioning and Injury Management (SW) BSc (Hons) Sport Studies (Top-Up) BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW) BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW) MSci Sports Coaching Development				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2016 V2.0- 01 September 2018		Valid to	01 September 2024	
Initial CAP Approval Date	12 January 2015		Revised CVC Approval Date	V2.0- 02 May 2018	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate current research around sport science support and high performing environments. (A) 2. Demonstrate a conceptual understanding of the limits of knowledge surrounding coaching for performance in different conditions. (A) 3. Critically analyse ethical and relationship issues surrounding sport science support networks and identify a range of potential solutions in this complex and unpredictable context. (A) 4. Deploy accurately established techniques of enquiry to discuss the management and leadership of sport science support within high performing environments. (A) 5. Demonstrate a systematic understanding of the complex role of the coach in co-ordinating sports science teams. (A)

	6. Identify and investigate the possibility of new concepts within existing knowledge frameworks and approaches when managing specialist sport science personnel. (A)																				
Syllabus Outline	<p>The module aims to address the ongoing role of sport science support within high performing environments. More significantly key messages for coaches to consider when planning for performance and working with their specialist sport teams. Key themes throughout the module are;</p> <ul style="list-style-type: none"> • Sport science support available to coaches within the performance environment. • Sport science support teams – building trust and the role of knowledge transfer. • The organisation and facilitation of sport science support. Challenges and gains. • Sociological impact on the performance environment. • Application of contemporary theory to practice within high performing environments. 																				
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>• Self-directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Independent Learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self-directed study	3	• Independent Learning	114	TOTAL	150												
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p> <p>Scheduled learning includes lectures, seminars, and tutorials.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <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> <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 style="text-align: right;">✔</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				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>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="587 427 1275 654"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		100%		Coursework assessment percentage		0%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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 Reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</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> <p>Books</p> <p>Jones, R., Armour, K. and Potrac, P. (Current Edition) <i>Sports Coaching Cultures</i>. London: Routledge.</p> <p>Jones, R.L. and Kingston, K. (Current Edition) <i>An Introduction to Sports Coaching: Connecting Theory to Practice</i>. London: Routledge.</p> <p>Journals</p> <p>Journal of Sports Sciences</p> <p>Sport Education and Society</p> <p>British Journal of Sports Medicine</p> <p>Journal of Sports Science and Coaching</p> <p>The Sports Psychologist</p> <p>Websites</p>																				

	Sports Coach UK www.sportscoachuk.org Sport England www.sportengland.org
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Part 3: Assessment

Assessment Strategy	<p>Whilst challenging, the assessment is aligned with emerging contemporary themes. The examination asks students to refer to the 'the management and utilisation of sport science support', which provides an excellent link to high performing environments and increasing professional development within sport. This is helped with continuous examples in practice that will frequently be related to within the delivery of the module.</p> <p>Component A; in preparation for the examination students are provided with a seen case study. The examination asks them to draw upon learnt knowledge in tackling realistic situations within the high performance environment.</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>
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Identify final assessment component and element	Seen Case Study Examination
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% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen Case Study Examination (2 hours)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen Case Study Examination (2 hours)	100%

<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>
