




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Performance Enhancement and Nutrition				
Module Code	UZYS1F-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Science	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Sport Rehabilitation				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UZYSXW-30-1 Exercise and Biomechanics, UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation, UZYS1C-15-1 Human Physiology, UZYS1A-15-1 Sport Injury: Aetiology and Pathology		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	2021	

CAP Approval Date	30 April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an appropriate level of understanding and skill to conduct a pre-participation evaluation and scientific exercise testing for individuals and groups. (Component B) • Demonstrate an understanding of and ability to prepare general exercise and sports conditioning programmes for individuals and groups in the general population and for athletes. (component B) • Develop, adapt and review appropriate exercise and fitness programmes used for general and sporting population. (Component B) • Critically reflect on the scientific exercise prescription and delivery (Component B). • Show an acute awareness about the role of sport rehabilitators in health, exercise and sports conditioning (Component B). • Demonstrate a broad knowledge and understanding about nutrition and its role and application in exercise, sports conditioning and recovery. (Component A)
Syllabus Outline	Exercise Physiology

	<ul style="list-style-type: none"> • Scientific exercise testing (laboratory and field based). • Analysis, reporting and exercise prescription • Needs analysis for sport • Consideration will be given to issues regarding age, gender as well as working in individual and group settings. <p>Sport Nutrition</p> <ul style="list-style-type: none"> • The role of ergogenic aids in performance enhancement • The use of food diaries • The use of optimal nutritional intake in different sporting contexts match day/Tournament play/ Endurance sports • Hydration and recovery 																				
Contact Hours	Up to 72 contact hours to include 1 hour of lectures and 2 hours of seminars/practicals per week over 24 weeks.																				
Teaching and Learning Methods	<p>Scheduled learning The theoretical principles of scientific exercise testing and prescription and nutrition will be delivered in lead lectures with pre- reading required to be completed prior to the lectures. These principles will be applied during practical sessions which will include measurement and evaluation, delivery of an exercise session and nutrition for sport and performance. This would include but not limited to aerobic and anaerobic exercises and strength and conditioning. Small group seminars and tutorials will be scheduled where necessary to review the topics covered during the module and in preparation of the case study. Study skills will also be available to students to support their academic writing.</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>																				
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" data-bbox="459 1525 1369 1921"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</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>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> 	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Total assessment of the module:				
Written exam assessment percentage		0%		
Coursework assessment percentage		75%		
Practical exam assessment percentage		25%		
		100%		

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Reading Strategy

Indicative reading list

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. *Current* advice on additional reading will be available via the module handbook or Blackboard pages.

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, eg 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.

Further reading

All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard

Indicative Reading List	<p>American College of Sports Medicine. (2013) <i>ACSM'S Guidelines for Exercise Testing and Prescription</i>. 9th Ed. London: Lippincott Williams & Wilkins.</p> <p>Baechle, T.R. and Earle, R.W. (2008) <i>Essentials of Strength Training and Conditioning</i>. 3rd Ed. Leeds: Human Kinetics</p> <p>Burke, L. and Deakin, V. (2010) <i>Clinical Sports Nutrition</i> 4th Ed. London: McGraw Hill</p> <p>Corbin, C., Welk, G., Corbin, W., and Welk, K. (2013) <i>Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach</i>. 10th ed. London: McGraw Hill</p> <p>Fink, H.H. and Mikesky, A.E. (2014) <i>Practical Applications in Sports Nutrition</i>. 4th ed. Massachusetts, USA: Jones and Bartlett Learning.</p> <p>Fleck, S.J. and Kraemer, W.J. (2014) <i>Designing Resistance Training Programs</i>. 4th ed. Leeds: Human Kinetics</p> <p>Sharkey, B. and Gaskill, S. (2013) <i>Fitness and Health</i>. 7th Ed. Leeds: Human Kinetics</p> <p>Wilmore, J.H., Costill, D.L., Kenney, W.L. (2012) <i>Physiology of sport and exercise</i>. 5th Ed. Leeds: Human Kinetics</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module outcomes are best assessed in the form of coursework and oral presentation as outlined below:</p> <p>Exercise Physiology</p> <p>Exercise prescription – sport specific (12 week programme) with specific needs analysis of that chosen sport (Component B). This method of assessment will build on the skills students display in the first year particularly in the pre-requisite modules. Seminar groups will also be used to advance the students' ability to develop skills in exercise prescription.</p> <p>Nutrition</p> <p>Oral presentation of sport specific nutritional information flyer with sample menu (Component A). This method of assessment will build on the skills students display in the first year particularly in the pre-requisite modules. An oral presentation allows the student to acknowledge that as a graduate it is likely they would be required to provide general nutritional advice and would appreciate the need for more specialist consultation for detailed dietary and nutritional advice.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 20 minute Oral presentation	100	
Component B Description of each element	Element weighting	
1. 2000 word coursework	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 20 minute oral presentation	100
Component B Description of each element	Element weighting <i>(as % of component)</i>
1. 2000 word coursework	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.	