




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Motor Learning and Control in Strength and Conditioning				
Module Code	UISV63-30-M		Level	M	Version 2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury		Field	Sport Science	
Department	Sport		Module Type	Standard	
Contributes towards	MSc Applied Strength and Conditioning Postgraduate Diploma Applied Strength and Conditioning Postgraduate Certificate Applied Strength and Conditioning Postgraduate Diploma Sports Studies Postgraduate Certificate Sports Studies				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	20 January 2016		Valid from	01 September 2015	
Revision CVC Approval Date	V2.0- 02 May 2018		Revised with effect from	V2.0- 01 September 2018	

Review Date	01 September 2024
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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 assess and communicate effectively how applied motor control and motor learning theory can be embedded into practice. (A) 2. Evaluate and justify the inclusion of motor learning and motor control theory into physical training sessions. (A, B) 3. Recognise and critically summarise the practical considerations of practice organisation and feedback delivery when developing technical movement competencies. (A, B) 4. Synthesise a broad range of theoretical and conceptual themes from motor learning and motor control literature. (B) 5. Interpret the role physical and informational constraints may play on coordination in movement as these concepts apply to training prescription. (B) 6. Critically appraise the perceptual-motor landscape in the process of motor learning for the transfer of training to enhance athletic performance. (B)
Syllabus Outline	<p>The major theoretical issues in the area of motor learning and control will be addressed in this module and how the concepts derived from this paradigm may be utilised within strength and conditioning provision. Key topics that this module will cover include;</p> <ul style="list-style-type: none"> • Practicalities of dynamics system theory, • Theoretical underpinnings of ecological dynamics,

	<ul style="list-style-type: none">• Practical implications of physical constraints for movement co-ordination,• Practical implications of informational constraints for movement co-ordination,• Principles of explicit and implicit-based motor learning,• Role of motor imagery and the mirror neuron system,• Importance of perception and action coupling.																																				
Contact Hours	<p>Indicative delivery modes:</p> <table><tr><td>Lectures, guided learning, seminars etc.</td><td>66</td></tr><tr><td>Self-directed study</td><td>6</td></tr><tr><td>Independent learning</td><td>228</td></tr><tr><td>TOTAL</td><td>300</td></tr></table>	Lectures, guided learning, seminars etc.	66	Self-directed study	6	Independent learning	228	TOTAL	300																												
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Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; supervised time in studio/workshop. These scheduled learning sessions will be interactive, discursive, reflective, participatory, collaborative and practice related, employing a variety of teaching and learning methods.</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.</p> <p>Virtual Learning Environment (VLE) This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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 postgraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Key Information Set - Module data</th><th></th></tr><tr><td colspan="5"></td><td></td></tr><tr><td colspan="5">Number of credits for this module</td><td>30</td></tr><tr><td colspan="5"></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <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>	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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Reading Strategy	<p>Essential Reading</p> <p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to Hartpury library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved.</p> <p>Further Reading</p> <p>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 catalogue, 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, wider professional sources and in-house publications of related national accrediting and sports governing bodies – e.g. the British Association of Sport and Exercise Sciences (BASES), the United Kingdom Strength & Conditioning Association (UKSCA), British Weight Lifting (BWL) and the National Strength and Conditioning Association USA (NSCA).</p> <p>Access and Skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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.</p> <p>Books:</p> <p> Davids, K., Button, C and Bennett, S. (Current Edition). <i>Dynamics of Skill Acquisition: A Constraints-led Approach</i>. Champaign, IL: Human Kinetics.</p> <p> Bosch, F. (Current Edition). <i>Strength Training and Co-ordination: An Integrative Approach</i>. Rotterdam, Holland: Uitgevers.</p> <p> Schmidt. R, and Lee T. (Current Edition) <i>Motor control and learning: a behavioural emphasis</i>. Champaign, IL: Human Kinetics.</p> <p>Journals:</p> <p>Journal of Motor Behaviour</p> <p>Perceptual and Motor Skill Journal</p> <p>Sports Medicine</p>																								

Part 3: Assessment	
Assessment Strategy	<p>The aim of the assessment strategy is to evaluate how students can effectively communicate how they would utilise complex theories and concepts in practice. Therefore, summative assessment centres upon completion of:</p> <ol style="list-style-type: none"> An oral presentation where the student will present to their peers on how theories of motor learning and control can be embedded within a strength and conditioning programme in order to optimise athletic development in a sport of their choice; The submission of a portfolio detailing the adoption of a motor learning and control approach to programming and delivery of strength and conditioning provision. <p>To support students in achievement, formative assessment opportunities such as individual feedback on draft submissions of sections of the portfolio, peer-review and oral assessments will be incorporated.</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 VLE.</p>

Identify final assessment component and element	Oral Presentation	
% 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. Oral Presentation (15 minutes)	100%	
Component B Description of each element	Element weighting	
1. Portfolio (Equivalent to 3500 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Oral Presentation (15 minutes)	100%
Component B Description of each element	Element weighting
1. Portfolio (Equivalent to 3500 words)	100%
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.	