University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Training the Youth Athlete						
Module Code	UISV6J-15-2		Level	2		Version	1
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) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW)						
Pre-requisites	None		Co- requisites		None		
Excluded Combinations	None		Module Entry requirements		None		
First CAP Approval Date	07 July 2016		Valid From		01 September 2016		
Revision CAP Approval Date			Revised with effect from				

Review Date	01 September 2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate the ability to plan a Strength and Conditioning programme for youth athletes. (A) 2. Apply coaching theory and science to youth athletic development. (A) 3. Evaluate the different coaching considerations that need to be undertaken when working with youth athletes. (A) 4. Using an evidence based approach generate practical sessions that are appropriate for youth athletes. (A) 5. Critique current long-term athletic development models. (A) 6. Compare and contrast the different approaches to training in youth athletes. (A) 7. Demonstrate an understanding of cognitive development and motor learning in youth athletes. (A)

Syllabus Outline	• Application of strength and conditioning for youth athletes. • Planning and programming for youth athletes. • Coaching approaches for youth athletes. • Coaching considerations for youth athletes • Health and safety for specialist populations. • Physical fitness assessments for youth athletes. • Injury prevention techniques for youth athletes. • Psychological well-being of youth athletes.
Contact Hours	Indicative delivery modes: • Lectures, guided learning, seminars etc. 33 • Self-directed learning 3 • Independent learning 114 TOTAL 150
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **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. **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.
Key Information Sets Information	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. **Key Information Set - Module data** *Number of credits for this module* 15 <table><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Directed study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> 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:

	Total assessment of the module:		
	Written exam assessment percentage	0%	
	Coursework assessment percentage	0%	
	Practical exam assessment percentage	100%	
		100%	

Reading Strategy	**Essential 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. **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 their academic literature. **Access and skills** 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.
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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide. **Books** Beachle, T. R. and Earle, R. W., eds (Current Edition) *Essentials of Strength and Conditioning*. Leeds: Human Kinetics Bompa, T. O. (Current Edition) *Periodisation - Theory and Methodology of Training*. Leeds: Human Kinetics Chandler, T. J. and Brown, L. E., eds. (Current Edition) *Conditioning For Strength and Human Performance*. Baltimore, USA: Lipincott Williams and Wilkins. Fleck, S. J, and Kraemer W. J. (Current Edition) *Designing Resistance Training Programmes*. Leeds: Human Kinetics Foran, B., ed. (Current Edition) *High-Performance Sports Conditioning*. Leeds: Human Kinetics. Hamill, J. and Knutzen, K.M. (Current Edition) *Biomechanical Basis of Human Movement*. Philadelphia, USA. Lippincott, Williams & Wilkins. Joyce, D. and Lewindon, D. (Current Edition) *High Performance Training for Sports.* Leeds: Human Kinetics. Lloyd, R. and Oliver, J. (Current Edition). *Strength and Conditioning for Youth Athletes*. Routledge.

	Journals
	Journal of Strength and Conditioning Research
	International Journal of Sports Physiology and Performance
	Journal of Sports Science
	European Journal of Applied Physiology
	UKSCA Performance Journal
	Pediatric Exercise Science
	Websites
	United Kingdom Strength and Conditioning Organisation: http://www.uksca.org.uk/uksca/
	National Strength & Conditioning Association: http://www.nsca.com/Home/
	Strength & Conditioning Research: http://www.strengthandconditioningresearch.com/

Part 3: Assessment

Assessment Strategy	
	Students will perform a 30 minute group oral presentation (including questions) providing an overview of a one-month applied case study with an athlete, students will receive an individual mark. The presentation will assess the group's ability to conduct physical testing, design appropriate training programmes for a youth athlete(s) and collaborate as a group to improve physical performance. Students will provide information on the areas of needs analysis, data collection and analysis, programme design and practical coaching. Students will then provide a reflection on the strengths and weaknesses they experienced working within a group environment for the project.
	This module aims to support students to become competent is developing fitness and health in youth individuals. Knowledge and understanding gained across other modules within the selected programme of study will provide students with the ability to consider long-term athletic development on a holistic level. To support students, formative opportunities to reflect on their current knowledge and practitioner skills within the area of youth training as well as guidance on how to prepare effectively for the assessment will be provided with feedback from the module teaching team. This will be achieved through interactive tasks in lectures, practical's, seminars and VLE set tasks.
	In order to develop the students' knowledge and critique skills of long-term athletic development, students will be exposed to different models used by practitioners in the field and will be required to generate their own model that will be reviewed by practitioners working in the field during a guest seminar. The period of work based learning for their assignment will also provide the opportunity for them to critically reflect upon the practical application of knowledge gained upon their programme of study into a real-world context to enable evaluation of working practices.
	Students will be required throughout the module to coach their peers during practical sessions in order to develop their coaching competence in which during these sessions they will receive verbal feedback from both the teaching staff and their fellow student peers, and will be asked to positively self-reflect on their current progress and what steps they will take to further improve their practical skill-set.
	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.

Identify final assessment component and element	**Group Oral Presentation**

	A:	B:
% weighting between components A and B (Standard modules only)	**100%**	**0%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Group Oral Presentation with an individual mark (30 minutes)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Individual Oral Presentation (20 minutes)	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.	