

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	Contemporary Practice in Sports Conditioning					
Module Code	UISV3W-15-3		Level	3	Version	1.1
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) Equestrian Sports Science 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 Performance BSc (Hons) Sports Studies (Top-Up)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2016		Valid to	01 September 2021		

<b>CAP Approval Date</b>	12 January 2015
--------------------------	-----------------

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Critique methods of physical training that can enhance sport specific fitness. (A)</li> <li>2. Critically evaluate and justify the application of periodization methods and their use for effectively planning physical adaptations for training and competition. (A)</li> <li>3. Design sport specific training sessions that are supported by biomechanical principles of training. (A)</li> <li>4. Critically evaluate current literature in relation to its effectiveness within sports performance. (A)</li> <li>5. Analyse contemporary issues in the applied field of sports conditioning. (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Components of sports-specific conditioning</li> <li>• Periodization and planning of training</li> <li>• Holistic nature of sports conditioning</li> <li>• Utilisation of scientific equipment and sports software packages</li> <li>• Recovery methods and monitoring strategies for sports performance</li> </ul>

Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>• Lectures, guided learning, seminars etc. 33</li> <li>• Self-directed learning 11</li> <li>• Independent learning 106</li> </ul> <p>TOTAL 150</p>										
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 student through the core syllabus.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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><b>Virtual learning environment (VLE):</b> 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" data-bbox="459 1115 1230 1310"> <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>150</td> <td>44</td> <td>106</td> <td>0</td> <td>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> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	44	106	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
150	44	106	0	150							

	<table border="1"> <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>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</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>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
		100%																			
Reading Strategy	<p><b>Essential readings</b> 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><b>Further readings</b> 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.</p> <p><b>Access and skills</b> 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, including the module guide.</p> <p><b>Books</b></p> <p>Beachle, T. R. and Earle, R. W., eds. (Current Edition) <i>Essentials of Strength and Conditioning Second Edition</i>. Leeds: Human Kinetics</p> <p>Bompa, T. O. (Current Edition) <i>Periodisation - Theory and Methodology of Training</i>. Leeds: Human Kinetics</p> <p>Chandler, T. J. and Brown, L. E., eds. (Current Edition) <i>Conditioning For Strength and Human Performance</i>. Baltimore, USA: Lippincott Williams and Wilkins.</p> <p>Fleck, S. J, and Kraemer W. J. (Current Edition) <i>Designing Resistance Training Programmes</i>. Leeds: Human Kinetics</p> <p>Foran, B., ed. (Current Edition) <i>High-Performance Sports Conditioning</i>. Leeds: Human Kinetics.</p> <p>Hamill, J. and Knutzen, K.M. (Current Edition) <i>Biomechanical Basis of Human Movement</i>. Philadelphia, USA. Lippincott, Williams &amp; Wilkins.</p> <p>Joyce, D. and Lewindon, D. (Current Edition) <i>High Performance Training for Sports</i>. Leeds: Human Kinetics.</p> <p><b>Journals</b></p> <p>Journal of Strength and Conditioning Research</p>																				

	<p>International Journal of Sports Physiology and Performance</p> <p>Journal of Sports Science</p> <p>European Journal of Applied Physiology</p> <p>UKSCA Performance Journal</p> <p>Websites</p> <p>United Kingdom Strength and Conditioning Organisation  <a href="http://www.ukzca.org.uk/ukzca/">http://www.ukzca.org.uk/ukzca/</a></p> <p>National Strength &amp; Conditioning Association <a href="http://www.nzca.com/Home/">http://www.nzca.com/Home/</a></p> <p>Strength and Conditioning Research <a href="http://www.strengthandconditioningresearch.com/">http://www.strengthandconditioningresearch.com/</a></p>
--	---

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The practical portfolio (2500 words) is intended to develop students' understanding of contemporary issues within the applied field of sports conditioning and how to plan coaching issues around these areas. Understanding and communicating the latest developments within the discipline is a key requirement of a successful practitioner. Therefore, students will be prepared for this assessment through discussion of current literature and theoretical content within module sessions as well as performing practical sessions that are based around these areas too.</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	Practical Portfolio	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 100%	<b>B:</b> 0%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practical Portfolio (2500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Practical Portfolio (2500 words)	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>	