1. **Title of the module**

SPOR5760 (SS576) Specialised Issues in Sport and Exercise

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Sport and Exercise Science

BSc. Sport for Exercise and Health

BSc. Sports Therapy

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate an understanding of the scientific principles underpinning sport and exercise performance for different athletic populations and environments
3. Critically analyse the benefits and risks of sport and exercise for different athlete populations and environments
4. Critically analyse exercise recommendations for individual athletes.
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Demonstrate key skills in communication through the ability to demonstrate written communication of learning and oral presentations
7. Demonstrate key skills in problem solving – achieved through the explanation, comparison and refutation of different theories of factors affecting performance and specific individual circumstances
8. Plan and manage learning – through completing the case study report and exercise training programme.
9. **A synopsis of the curriculum**

Individuals from a variety of populations take part in sport and exercise. This module takes an in-depth look at 'athletic populations' and factors that impact on performance. Students will critically analyse and discuss what types of exercise are optimal for different athletes and consider the risks and benefits associated with sport and exercise activities. Students will focus on some key issues related to sports performance, e.g. managing athlete with respiratory issues? What strategies could be used to minimise musculoskeletal injury in child athletes? Should pregnant females play sport?

The module utilises the expertise of staff within SSES, guest speakers and student contributions. Students will be encouraged to think about how they might work with athletes on an individual basis.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

ACSM (2010) ACSM’s Guidelines for Exercise Testing and Prescription. 8th Ed. Maryland: Lippincott Williams & Wilkins.

Kremer & Fleck (2006) Strength Training for Young Athletes. Champaign, IL Human Kinetiics.

McArdle, W.D., Katch, F.I. & Katch, V.L. (2009) Exercise Physiology – Energy, Nutrition & Human Performance. 7th Ed. Baltimore: Lippincott Williams & Wilkins.

Rowland, T.W. (2005) Children’s Exercise Physiology. 2nd Ed. Leeds: Human Kinetics.

Winter, E.M. et al (2007) Sport & Exercise Physiology Testing Guidelines (BASES) Volume One: Sport Testing. Oxon: Routledge.

Winter, E.M. et al (2007) Sport & Exercise Physiology Testing Guidelines (BASES) Volume Two: Exercise & Clinical Testing. Oxon: Routledge.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Assignment (3,000 words) (100%)

At least one formative feedback opportunity will be provided in this module that will directly support the specified summative assessment. Please see the module guide for further information.

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lecture - seminar** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| *Coursework* | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Evidence of internationalisation in curriculum material is reflected with reference to consideration, and where appropriate compliance, with World Health Organisation (WHO), agencies from North America (e.g. ACSM) and the UK (e.g. Department of Health), who are involved in prescribing exercise for health, exercise as medicine/rehabilitation, for various population groups.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018