1. **Title of the module**

SPOR8200 (SS820) Applied Athlete Support

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 7

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

20 credits (10 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**

MSc Sports Science for Optimal Performance

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate an awareness of the scientific principles underpinning athlete performance assessment;
3. Apply the scientific theory of athlete support by providing a prolonged athlete support package to a client;
4. Objectively evaluate and communicate the success of a sports science athlete support package.
5. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
6. Demonstrate an ability to integrate key skills in numeracy and information technology – evidenced via working with Microsoft Office to create and present an athlete case study and also carry out calculations and interpretation of results and numerical data;
7. Demonstrate an ability to integrate key skills in problem solving – achieved through the complex analysis and evaluation of athlete test results;
8. Plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignment and tasks set during this module.
9. **A synopsis of the curriculum**

This module aims to provide students with the supervision and extra underpinning knowledge to provide scientific athlete support to a client. The majority of student time will be taken up with one-to-one consultancy time with a client and analysing and providing feedback on their testing data. Some lecture and laboratory time will be used to ensure key principles are covered, but students will be expected to generate a case study of the consultancy package they have provided.

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

The vast majority of the module content will be drawn from the contemporary primary research literature. Specific articles and reading will be recommended each week (aligned with weekly topics). The following are as additional/background sources only:

BASES code of conduct

Bompa, T. (1999) *Periodization: Theory and Methodology of Training* (4th Edition) Human Kinetics

Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) *Exercise Physiology. Human Bioenergetics and its Applications* (4th Ed.) McGraw Hill

Fleck, S. & Kraemer, W. (1997) *Designing resistance training programmes* (2nd Ed.) Human Kinetics

Foran, B. (Ed.) (2001) *High-Performance Sports Conditioning*, Human Kinetics

Gore, C. (Ed.) (2000) *Physiological Tests for Elite Athletes*, Human Kinetics

Laboratory Manual, *Test, Procedures and Data*, E & F.N. Spon

Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P.D., Mercer, T.H. (Eds.) (2009) *Sport and Exercise Physiology Testing Guidelines,* The British Association of Sport & Exercise Sciences. Routledge.

1. **Learning and teaching methods**

Total contact hours: 13

Private study hours: 187

Total study hours: 200

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

Assessment (2,500 words) (50%)

Practical Observation (50%)

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Lectures/workshops | **X** | **X** | **X** |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| *Assessment* | **X** | **X** |  | **X** |  | **X** |
| *Practical Observation* |  | **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:

1. Accessible resources and curriculum
2. Learning, teaching and assessment methods
3. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

Sport and Exercise Sciences are international subjects and the primary research upon which students must draw for this module will be from researchers and authors worldwide. The applications to sport and exercise have international appeal and importance given the global appeal and media attention that sport receives. Furthermore, students may work with athletes for their case study/data collection who have to travel and/or compete internationally.

**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.**

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| --- | --- | --- | --- | --- |
| 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