

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

61 School of Sport and Exercise Sciences

SS503		Sports Event Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	80% Project, 20% Coursework	

Contact Hours

Total Contact Hours: 72
Total Private Study Hours: 228
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Demonstrate knowledge of the Human Resource Management practices required for running a special event.
Discuss and apply policy, financial planning and reporting procedures.
Implement a marketing plan for the sporting event of their choice.
Apply relevant Health, Safety and Security legislation and procedures.
Relate and apply the theoretical knowledge gained in order to successfully plan, implement, review and evaluate a sporting event.
Demonstrate an ability to integrate the "Key Skills" into their assignments, projects and presentation.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate communication and presentation skills via the use of student led presentations and practicals and working in groups on a variety of material.
Demonstrate skills in information Technology and numeracy through the preparation of event planning and proposals, budgets, and presentations.
Display interactive group skills, evidenced through conducting student led presentations and tasks.
Demonstrate skills in problem solving, achieved through the identification and implementation of correct leadership style.

Method of Assessment

Event Proposal Presentation (20 minutes) – 30%
Event Observation – 30%
Event Defence Interview (20 minutes) – 40%

Preliminary Reading

Bowdin, G.A.J., Getz, D., & Lashley, C. (2011). Events Management (3rd Ed). Oxford: Butterworth-Heinemann.
Health and Safety Executive (1999). The Event Safety Guide (2nd Ed) HMSO.
Masterman G. (2009) Strategic Sports Event Management an International Approach. Elsevier Butterworth-Heinemann. Oxford, U.K. ISBN 0 7506 5938 1
Robinson, L. & Palmer, D. (2011) Managing Voluntary Sport Organisation. Abington: Routledge.
Schmader, S.W. Jackson, R. (1997). Special Events: Inside and Out. 2nd Ed. Illinois: Human Kinetics.
Silvers, J.R. (2004). Professional Event Coordination. New Jersey: John Wiley and Sons.
Van Der Wagen, L. (2007). Event Management for Tourism, Cultural Business and Sporting Events (3rd Edition). Harlow: Pearson Education.
Watt, D.C. (1998). Event Management in Leisure and Tourism. Harlow: Longman.

Pre-requisites

None

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

The module provides a structured opportunity to put into practice the theoretical and practical knowledge and skills that students have acquired, in the context of delivering a significant sport or exercise related event. As such, this module will provide opportunities for students to develop appropriate vocational and applied academic knowledge.

In the process of proposing, planning, implementing, reviewing and evaluating an actual event, students will need to integrate market research, marketing, human resource management, leadership, health and safety issues, security, logistical and financial management in an appropriate way. The emphasis is on the processes that surround the actual event itself.

The module includes:

An introduction to the sport events industry

The planning cycle for major events

Market research and the development of an event concept

Human resource planning and management required for running a special event

Financial planning and management of a sport event

Marketing the event

Health, safety and security legislation and procedures

Establishing timelines and checklists.

Event implementation

Event evaluation

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS504 Individual Research Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	H	30 (15)	100% Coursework	
2	Medway	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total Contact Hours: 12
Total Private Study Hours: 288
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Demonstrate an understanding of research investigation within sport.
Display an understanding of the main features of scientific and non-scientific investigation and presentation.
Appreciate the relative advantages and disadvantages of selected research methods.
Demonstrate knowledge and application of appropriate data analysis techniques.
Present research findings, relating to sports and exercise management in an appropriate format.
Produce a dissertation suitable for Stage 3 study in sport and exercise management.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate skills in numeracy, evidenced via working with statistics necessary to identify correlations and differences within data.
Demonstrate skills in information technology, through the preparation for presentations (including importing of graphics, word processing, internet searches) and working with a statistical software package.
Demonstrate communication and presentation skills via the use of student effectively communicating the findings of the research project.
Demonstrate skills in problem solving, achieved through the identification and correct usage of statistical tests for specific data types and sets.
Demonstrate the ability to plan and manage learning through completing the self-directed study necessary to successfully complete the required assignments set within this module.
Demonstrate interactive group skills, evidenced through the student having to work with individuals and groups of subjects to complete the data collection section of their research.

Method of Assessment

Individual Research Project (10,000 words) – 100%

Preliminary Reading

Burns, R. (2000). Introduction to Research Methods. London: Sage.
Holliday, A. (2002). Doing and Writing Qualitative Research. Sage publications.
Coolican, H. (1999). Research Methods and Statistics in Psychology. Hodder and Stoughton.
Nitoumanis, N. (2001). A Step-by-Step Guide to SPSS for Sport and Exercise Studies. Routledge.
Thomas, J. R., Nelson, J. K. (2001). Research Methods in Physical Activity. Human Kinetics.
Williams, C., Wragg, C. (2004). Data Analysis and Research for Sport and Exercise Science: A Student Guide. Routledge.
Coakes, S. J., Steed, L. G. (2003). SPSS Analysis Without Anguish Version 11.0 for Windows. Wiley.

Pre-requisites

None

Synopsis *

The course takes the form of an individual research study. There are initial taught lectures covering ethical considerations and the management of a research project. The research projects are then conducted with the supervision of a School tutor who will advise the student on issues such as methodology, analysis and presentation, but it is the student's responsibility to organise, conduct, analyse and present the research as required.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS523 Exercise Prescription, Referral & Rehabilitation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
1	Medway	Whole Year	H	30 (15)	40% Exam, 40% Project, 20% Coursework	

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Critically discuss the role of exercise/physical activity for different clinical population groups.

Explain appropriate adaptation/modification of exercise/physical activity for different clinical population groups.

Recommend/prescribe appropriate exercise/physical activity plans for different clinical population groups

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication, presentation, numeracy & C & IT skills - via the use of student-lead practicals and presentations on a variety of subject specific material with both individual and group settings used and via analysing data collected when carrying out physiological tests and through the use of appropriate information technology to analyse fitness test results and prescribe appropriate exercise/physical activity recommendations.

Interactive group skills – evidenced through conducting the physiological tests, working with other students on presentations or problem solving tasks, working with clients and School technicians.

Problem solving skills – achieved through the analysis of data collected from physiological tests, case studies and prescription of exercise/physical activity.

Ability to self-appraise and reflect on practice achieved through evaluation of exercise prescription & interpretation of physiological data.

Ability to plan and manage learning - through completing the self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Written assignment - 3000 words – 60%

Examination – 2 hours – 40%

Preliminary Reading

ACSM (2009) ACSM's Guidelines for Exercise Testing and Prescription. 8th Ed. Maryland: Lippincott Williams & Wilkins.

ACSM (2010) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 6th Ed. Maryland: Lippincott Williams & Wilkins.

Skinner, J.S. (Ed.) (2005) Exercise Testing and Exercise Prescription for Special Cases: Theoretical Basis & Clinical Application 3rd Ed. Baltimore: Lippincott Williams & Wilkins.

Woolf-May, K. (2006) Exercise Prescription: Physiological Foundations. A Guide for Health, Sport and Exercise Professionals. London: Churchill Livingstone Elsevier

Pre-requisites

None

Synopsis *

Exercise prescription for the asymptomatic older adult

Physical activity and cardiovascular diseases

Physical activity and metabolic diseases

Physical activity and neurological impairment

Physical activity and orthopedic diseases

Physical activity and pulmonary diseases

Exercise in clinical rehabilitation settings

Exercise psychology

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS527 Exercise for Special Populations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Exam	

Contact Hours

Total contact hours: 22
Private study hours: 130
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Evaluate the role of exercise / physical activity for special population groups.
Explain appropriate adaptation of exercise / physical activity for special population groups.
Recommend appropriate exercise / physical activity for special population groups.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate problem solving: through critical analysis and evaluation
Plan and manage learning: through planning and completing self-directed learning
Transfer learning: through evaluation of case studies and other literature.

Method of Assessment

Examination – 2 hours (100%)

Preliminary Reading

ACSM (2018) ACSM's Guidelines for Exercise Testing and Prescription. 10th Ed. Maryland: Lippincott Williams & Wilkins.
ACSM (2014) ACSM's Health-Related Physical Fitness Assessment Manual. 4th Ed. Baltimore: Lippincott Williams & Wilkins.
ACSM (2014) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 7th Ed. Maryland: Lippincott Williams & Wilkins.

Pre-requisites

None

Synopsis *

The topic areas covered in this module build upon the knowledge gained in SPOR3480 Introduction to Fitness Testing & SPOR5700 Fitness Training Methods, which covers the fundamental aspects of exercise testing and prescription. Special populations are those groups of individuals that may need some adaptation or modification to an exercise prescription or programme, to take into consideration a limitation, whether that be physiological, biological or psychosocial. The emphasis is on promoting health, fitness and safety in exercise, as well as some consideration being given to performance environments.

A synopsis of indicative topics included in this module are:

Exercise, physical activity and health
Fitness assessment issues related to special population groups
Children and physical activity
Females and exercise issues
Exercise considerations for a sedentary population
Exercise and the older adult
Special exercise considerations and adaptations for special populations
Risks and benefits of exercise for special populations
Psychosocial issues & strategies for exercise/physical activity adherence

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS530		Sport & Exercise Leadership				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	60% Project, 40% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Project	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Discuss how the role and philosophy of the coach affects performers
Apply the theory of leadership to different coaching or instructing environments
Analyse learning styles and devise an appropriate coaching or instructing programme
Analyse coaching performance and identify an appropriate style of leadership

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication and presentation skills - via the use of individual or group student-led presentations and practical sessions, and working in groups on a variety of subject specific material.
Information Technology and numeracy - through the planning, preparation, completion and evaluation of a placement, log-book, essay and presentations in a sport and exercise leadership context.
Interactive group skills – evidenced through conducting student led presentations, practical work and tasks during seminars; completion of observation in a sport, exercise setting.
Problem solving – achieved through the identification and implementation of correct leadership style during seminars, critical evaluation of a leader at a sport and exercise setting
Ability to plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Portfolio -100% (consists of a 8 hours of observations, a video recording of a sports leader and a written critique of 2500 words)

Preliminary Reading

Bompa, T. (2009). Theory and Methodology of Training. 5th ed. Leeds: Human Kinetics
Maxwell, J.C. (2007). The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You. New York: Neilson Thomas
Priest, S., and Gass, M.A. (2005). Effective Leadership in Adventure Programming. 2nd ed. Human Kinetics, Leeds, UK.
Slack, T. and Parent, M.M. (2006). Understanding Sport Organizations – The Application of Organization and Theory. 2nd Ed. Human Kinetics, Champaign Illinois.
Taylor, P. (Ed) (2011) Torkildsen's Sport and Leisure Management 6th Ed, London Routledge.
Wolsey, C., Minten, S., and Abrams, J. (2012). Human Resource Management in the Sport and Leisure Industry. Routledge, Oxon, Abington, U.K.

Pre-requisites

None

Synopsis *

Leadership in the context of sport and exercise is becoming increasingly recognised as providing the 'spark' that drives successful sport organisations. In this module, students will become more aware of styles of leadership and types of communication used in the sporting context. This module is important for establishing the necessary academic and specific sport management skills that students will need to complete a successful third year at University.

- Leadership theory
- Leadership styles
- Philosophy of teaching and the facilitation of learning
- Communication styles and techniques
- Importance of feedback
- Session delivery and observation
- Motivation styles and techniques
- Evaluating performance

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS533 Applied Nutrition for Sports Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	70% Coursework, 30% Exam	

Contact Hours

Total contact hours: 16
Private study hours: 134
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Review and apply knowledge of nutrition in relation to sport
Review factors that may influence the nutritional requirements of sporting disciplines.
Compare and contrast different methods of nutrition data collection and analysis

The intended generic learning outcomes. On successfully completing the module students will be able to:

Numeracy – evidenced via working with formulae necessary to identify energy intake/ expenditure and the analysis of nutritional intake.
Communication, presentation and information technology - through the use of dietary analysis software to carry out analysis of nutritional intake. This data is then discussed and presented in a nutrition report.
Problem solving – achieved through research methods, analysis and adequate dietary recommendations.
Ability to plan and manage learning - through completing self-directed study necessary to successfully complete the required assignment and tasks set during this module.

Method of Assessment

3000 word Nutritional Report – 100%

Preliminary Reading

Burke, L. & Deakin, V. (2010). Clinical Sports Nutrition, 4th edn. McGraw and Hill
Burke, L. (2007). Practical Sports Nutrition. Human Kinetics
Jeukendrup, A. & Gleeson, M. (2010). Sport Nutrition. An Introduction to Energy Production and Performance, 2nd edn. Human Kinetics.

Pre-requisites

None

Synopsis *

This module takes basic nutrition to the next level in an applied manner. The different needs of different sports persons are considered. Students will gain critical knowledge of common nutrition data collection and analysis methods.

Topics include:

Elements of digestion, absorption and energy metabolism
Nutrition requirements for different sports and different types of individuals
Changing body mass and related issues
Nutritional Strategies
Nutrition data collection and analysis

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS534 Applied Sport and Exercise Physiology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	60% Coursework, 40% Exam	
1	Medway	Whole Year	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Demonstrate a detailed understanding of physiological systems relevant to exercise - muscle, cardiovascular, thermoregulation, respiratory;
Demonstrate a detailed understanding of the regulation, adjustment and integration of specific physiological systems to the challenge of exercise;
Discuss the adaptation of specific physiological systems to training;
Demonstrate competence in a range of physiology practicals and defined set of experimental and statistical techniques.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate communication and presentation skills - via the use of student lead practicals and presentations on a variety of subject specific material with both individual and group settings used;
Apply numeracy and information technology – evidenced via working with formulae necessary to identify work rates, training zones, and for the study of parameters of human physiological function and through the preparation for presentations (including importing of graphics, word processing, internet searches);
Demonstrate interactive group skills – evidenced through conducting student lead presentations and tasks as well as through undertaking group practical sessions;
Demonstrate problem solving – achieved through the prescription of correct training loads and workloads for sport performers that students may deal with;
Self-appraise and reflect on practice – evidenced within the evaluation section of the lab report coursework assignment;
Plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Essay (1,600 words) – 40%
Practical – 20%
Examination (2 hours) – 40%

Preliminary Reading

McArdle, W. D., Katch, F.I. & Katch, V.L. (2010). Exercise Physiology: Energy, Nutrition, and Human Performance. 7th edn. USA: Lippincott, Williams and Wilkins.
Fallowfield, J.L., Hale, B.J. & Wilkinson, D.M. (2005). Using statistics in sport and exercise science research. Chichester: Lotus Publishing.
Gore, C. (2000). Physiological Tests for Elite Athletes. Illinois: Human Kinetics.
Thomas, J.R. & Nelson, J.K. (2005). Research Methods in Physical Activity. (5th Ed.) Champaign, Illinois: Human Kinetics.
Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P.D., & Mercer, T.H. (2007). Sport and Exercise Physiology Testing Guidelines (BASES) Volume One: Sport Testing. Oxon: Routledge.

Pre-requisites

None

Synopsis >*

The module explores the body's physiological response to exercise. It deals with the assessment and interpretation of aerobic and anaerobic fitness and performance, blood lactate and ventilatory thresholds, as well as cardiovascular control during exercise. It aims to provide a critical review of the key physiological factors that determine and thus limit exercise performance in humans.

Topics include:

Energy metabolism during exercise
Oxygen uptake during exercise and recovery
Control of ventilation during exercise and rest
The role of lactate during exercise including the lactate and ventilatory thresholds
Motor unit recruitment
Physiology of strength and anaerobic power

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS546 Applied Sport & Exercise Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	15 (7.5)	100% Coursework	
2	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to demonstrate knowledge and understanding in the following areas:

Philosophy and psychological approaches to understanding human behaviour in sport and exercise psychology contexts
Ethical and professional practice: standards, considerations, and evidence-based practice
Use of psychological skills and strategies to improve sport performance and physical health and wellbeing
Clinical issues relating to participation in sport and/or exercise
Analysis and evaluation of psychological data – evidenced by collecting and interpreting interview, questionnaire and/ or observational data
Reflective practice – critical self-reflection on their applied work, including needs analysis and design of an evidence-based intervention strategy

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate an ability to integrate key skills through information technology to construct a written case report: e.g., word-processing and the use of electronic resources to search for, identify and organise information in library books, journal articles and the internet.
Communicate effectively with other individuals or groups of individuals throughout the course of this module and communicate learning in the form of a written case report.
Demonstrate evidence-based scientific reasoning – achieved by teaching and assessment of ethical thinking and applied practice decision-making
Demonstrate an ability to make critical judgements and evaluations – evidenced by the successful interpretation of theoretical concepts in applied examples.
Plan and manage their own learning by completing the extra self-directed study necessary to successfully meet the requirements for this module.
Critically self-reflect on their development of knowledge and application of theory to practice

Method of Assessment

Case report (up to 2,500 words) (100%)

Preliminary Reading

Andersen, M.B. (2000). *Doing sport psychology*. Champaign, IL: Human Kinetics
Biddle, S. & Mutrie, N. (2008). *Psychology of Physical Activity*. London: Routledge
Hemmings, B. & Holder, T. (2009) *Applied Sport Psychology: A Case Study Approach*. Oxford: Wiley-Blackwell
Williams, J.M. (2010). *Applied sport psychology: Personal growth to peak performance*. New York: McGraw-Hill

Pre-requisites

None

Synopsis *

The module aims to provide students with knowledge and understanding of the role of applied practice within sport and exercise psychology. A key module aim is to provide students with knowledge and understanding of the applied sport and exercise psychology service delivery process. Students will explore how sport psychology practitioners initially approach intervention work; consider ethical and professional practice dilemmas; appraise and evaluate approaches to evidence-based evidence; design an intervention; and reflect on their practice. Students will be required to conduct a case study with a sport or exercise participant.

A synopsis of the indicative topics included in this module are:

Introduction to the module

Frameworks and approaches in sport psychology (including philosophy and models of practice)

Professional practice (ethical standards, considerations, and evidence-based practice)

Initial needs assessment (Intake, interview, and performance profiling)

Choosing and planning an intervention

Psychological skills and strategies

Reflective practice - Athletic injuries and psychology - Clinical psychology (eating disorders, burnout, and exercise addiction)

Working with special populations (youth athletes, older adults, and living with disability/chronic illness)

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS555 Principles of Sports Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Construct and present a situational analysis for a proposed small business within the sports industry
Discuss market research techniques and apply the knowledge gained to gather market research for a proposed small business within the sports industry.
Construct and present a marketing mix for a proposed small business within the sports industry.
Investigate consumer behaviour
Critically discuss a current sports marketing campaign

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication and presentation skills - via the use of student lead presentations and demonstrations on a variety of subject specific material
Numeracy and information technology - through the use of internet searches for information to support development and learning
Interactive and group skills – through working with others to gather market research data and to prepare and present information
Problem solving – through the ability to successfully complete the written and practical assessments
Ability to self-appraise and reflect on practice – evidenced within written and oral assessments

Method of Assessment

Marketing Proposal – 50%-3500 words
Oral Presentation – 50% -15 minutes in length followed by Q& A

Preliminary Reading

Beech, J. Chadwick, S. (2007). The Marketing of Sport (2nd Ed) Prentice Hall, Harlow.
Doyle, P. and Stern P. (2006). Marketing Management & Strategy (4th Ed) Harlow Prentice Hall.
Kotler, P. and Armstrong P. (2011). Principles of Marketing (14th Ed), New Jersey Prentice.
Shank, M.D. (2009). Sports Marketing A Strategic Perspective (4th Ed), New Jersey Prentice Hall.

Pre-requisites

None

Synopsis >*

Indicative content:

The structure of the sports industry
The structure of a situational analysis, including the micro and macro environment.
Market segmentation and targeting.
The 7 P's Marketing Mix.
Primary and secondary research within a business context.
Construction of a market research plan.
Cultural, social, personal and psychological factors relating to consumer behaviour.
Evaluate a range of marketing campaigns.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS556		Sports Industry Placement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 10.5
Private study hours: 89.5
Placement hours: 200
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Show a comprehensive understanding and knowledge of the procedures, processes and disciplines of working within a sports related department or organisation.

Demonstrate the ability to apply some of the intellectual skills specified for the main programme in practice.

Demonstrate the ability to communicate effectively, orally and in writing, about business, management and/or professional/technical matters.

Demonstrate the ability to be able to undertake independent research beneficial to the placement department or organisation.

Demonstrate the ability to contextualise, record and reflectively evaluate the sport related activities of the department or organisation.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate skills associated with their chosen sport organisation or department.

Communicate effectively orally and in writing, using media appropriate to the purpose

Demonstrate independence in initiating and executing work.

Be responsible for the management of their own time, and the prioritising of their workloads.

Demonstrate an ability to individually conduct research into business and management issues.

Method of Assessment

Industry placement report (3,500 words) – 100%

Preliminary Reading

Brennan, J. Little, B. (2002) A Review of Work Based Learning in Higher Education, Harlow, Prentice Hall

Dessler, G. (2017) Human Resource Management (15th Ed) London Pearson

Doyle, P. (2006) Marketing Management & Strategy (4th Ed) Harlow Prentice Hall

Gardiner, S et al (2005) Sports Law London Cavendish Publishing

Little, B. (1998) Developing Key Skills Through Work Placement, Council for Industry & HE

Torkildsen, G. (2005) Leisure and Recreation Management (5th Edition) London E & FN Spon

Fill, C. Turnball, S. (2016) Hello Marketing Communications (7th Ed) Harlow, Pearson Education Ltd.

Pre-requisites

None

Synopsis *

The module provides a structured opportunity to combine appropriate developmental work experience with academic study.

The placement will provide the opportunity for students to develop appropriate vocational and applied academic knowledge.

In order for the student to take this module they must secure a placement during Stage 2. The placement should be appropriate to the student's degree, experience and their potential career aspirations.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS558 Soft Tissue Techniques						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total Contact Hours: 33
Total Private Study Hours: 117
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Manage indications, cautions and contraindications of selected soft tissue techniques.
Use clinical reasoning and critical analysis to select and evaluate the effectiveness of appropriate soft tissue techniques.
Demonstrate the application of appropriate therapeutic interventions.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Apply knowledge to the solution of familiar and unfamiliar problems.
Demonstrate communication, presentation, numeracy, and IT skills.
Demonstrate problem solving skills.
Plan and manage their own learning.

Method of Assessment

Written Assignment (2,000 words) – 30%
Practical Assessment (30 minutes) – 70%

Preliminary Reading

Chaitow, L., (2008). Positional Release. London: Churchill Livingstone.
Giammateo, S., and Giammateo, T., (2004). Integrative Manual for the Connective Tissue System. Berkeley: North Atlantic Books.
Myers, T., (2014). Anatomy Trains. London: Churchill Livingstone.
Riggs, A (2014). Deep Tissue Massage. Berkeley: North Atlantic Books.
Travell, J., and Simons, D., (1998). Myofascial Pain and Dysfunction: The Trigger Point Manual. Vol 1: Upper Half of Body. Baltimore: LWW.
Travell, J., and Simons, D., (1992). Myofascial Pain and Dysfunction: The Trigger Point Manual. Vol 2: Lower Extremities. Baltimore: LWW.

Pre-requisites

Prerequisite: SPOR3530 – Sports and Remedial Massage

Synopsis *

Soft Tissue Techniques will enable students to pursue inquiry into the treatment of selected soft tissue injuries, using a variety of soft tissue techniques. This module develops the students' ability to use critical analysis and clinical reasoning skills in the application of soft tissue techniques. Students will be required to analyse current issues in the use of soft tissue techniques within the field of Sport and Exercise Therapy.

Topics include:

Deep Tissue Massage
Soft Tissue Release
Reciprocal Inhibition
Trigger Points
Positional Release
Taping techniques

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS559		Sports Injuries				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

1 hour weekly lecture and 1 hour weekly seminar

Learning Outcomes

Students who take full advantage of the opportunities made available to them will, on successful completion of the module, be able to:

1. Relate the pathophysiology of injury to common signs and symptoms of sports injuries.
2. Differentiate between mechanisms of injury and their associated risk factors.
3. Apply knowledge of the biomechanics of human movement to sports injuries

Method of Assessment

In class written test 30%
Written coursework 70%

Preliminary Reading

Brukner, P, Kahn, K. (2006) Clinical Sports Medicine. London: McGraw-Hill

Whiting, W., Zernicke, R. (2008) Biomechanics of musculoskeletal injury. Philadelphia: Human Kinetics

Synopsis *

This module will enable students to interpret the pathophysiology of a range of sports injuries by anatomical region and tissue type. The module develops the students' ability to relate the biomechanics of human movement and injury to the sports injuries process. Students will be required to critically analyse the risk factors associated with sports injuries.

A synopsis of topics included in this module are:

- Introduction to movement analysis
- Identify pathology of major sports injuries
- Classify the mechanisms of injury of major sports injuries
- Identify the risk factors of main sports injuries.

SS560		Clinical Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework with Pass/Fail Elements	
1	Canterbury	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	

Contact Hours

Total contact hours: 95
Private study hours: 355
Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Assess, plan, and deliver safe and effective sports therapy practice.
Critically reflect on personal strengths and weaknesses in the context of the role, limitations and competencies of a sports therapist.
Demonstrate the application of business skills to the promotion and management of sports therapy practice.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Apply information technology: through coursework; accessing contemporary research; and managing in the workplace.
Apply problem solving: through critical analysis and clinical reasoning.
Plan and manage learning: through planning and completing self-directed learning.
Self-appraise and reflect on practice: through evaluation of their own and others' clinical practice.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

Method of Assessment

Case Study – 15%
Marketing Leaflet – 15%
Practical – 20%
Log Book – 50%
200 Clinical Hours – Pass/Fail

Preliminary Reading

Brukner, P. & Khan, K. (2006) Clinical sports medicine. McGraw Hill Medical. 3rd Ed. ISBN-10: 0074715208.
Higgs, J. et al. (2008) Clinical reasoning in the health professions. Oxford: Butterworth-Heinemann. 3rd Edition. ISBN 0750688858
Magee, D.J. (2008) Orthopedic physical assessment. Saunders, London. 5th Edition. ISBN 0721605710
Nordin, M. & Frankel, D.L. (2001) Basic biomechanics of the musculoskeletal system. Lippincott, Williams & Wilkins, London. 3rd Edition. ISBN 0683302477
Prentice, W.E. (2003) Rehabilitation techniques in sports medicine. McGraw Hill. 4th Ed. ISBN-10: 0072462108

Pre-requisites

Prerequisites:
SPOR5570 (SS557) Therapeutic Interventions
SPOR5610 (SS561) Examination and Assessment
SPOR5620 (SS562) Rehabilitation

Synopsis *

Students are required to undertake supervised clinical placement hours in order to gain eligibility for membership of the professional body. This module aims to provide the framework for students to undertake these hours and to support their development of professional skills and employability for the working environment. The module enables students to experience work with injured athletes in a variety of sports therapy environments and across disciplines. The majority of the module will be the demonstration of sports therapy skills within a clinical environment. Topics that will be covered include:

- Working in interdisciplinary teams and referrals
- Professional sports therapy organisations and continuing professional development
- Setting up and running a sports therapy practice.
- Anti-doping, substance abuse and the role of the sports therapist
- Electrotherapy theory and practice
- Taping and strapping theory and practice
- Immobilisation and protective devices, ambulation aids and gait analysis and re-education
- Common orthopaedic surgical procedures
- Differential diagnosis and special tests
- Injury prevention and risk factors
- Nutrition and psychology
- Hydrotherapy

SS561 Examination and Assessment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Course delivery will include lectures, seminars and clinical practice.

Learning Outcomes

Students who take full advantage of the opportunities made available to them will, on successful completion of the module, be able to:

1. Examine and assess peripheral joints in a safe and appropriate manner.
2. Recognise the components of the objective assessment and their significance to presenting signs and symptoms
3. Record assessment findings in an appropriate and consistent manner.

Method of Assessment

Practical assessment 70%
Written coursework 30%

Preliminary Reading

Brukner, P. & Khan, K. (2006) Clinical sports medicine McGraw Hill Medical. 3rd Edition. ISBN-10: 0074715208.

Hislop, H.J. & Montgomery, J. (2007) Daniel & Worthingham's muscle testing: techniques of manual examination. 8th Edition. Elsevier Saunders, Edinburgh

Magee, D.J. (2008) Orthopedic physical assessment. Saunders, London. 5th Edition. ISBN 0721605710

Reese, N.B. & Bandy, W.D. (2010) Joint range of motion and muscle length testing. 2nd Edition. Saunders Elsevier, St Louis, MO.

Synopsis *

This module develops the students' ability to examine and clinically assess the upper and lower limbs. The sports therapy examination and assessment protocol will be used as the framework for delivery of this module. This module will continue to build skills in problem solving and clinical reasoning including subjective and objective assessment and the relation to presenting signs and symptoms.

The following topics will be covered in this module are:

- Objective clinical examination and assessment techniques: theory, practice and application.
- Upper and lower limb joint assessment including: ankle and foot; knee; hip; shoulder; elbow; wrist and hand.
- Principles and practical application of assessing ranges of movement; muscle length and strength; ligamentous stability; and special tests as appropriate for each anatomical region.
- Requirements and maintenance of medical records including recording assessment findings.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS562		Rehabilitation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	100% Coursework with Pass/Fail Elements	
1	Medway	Whole Year	I	30 (15)	100% Coursework	
1	Medway	Whole Year	I	30 (15)	100% Coursework with Pass/Fail Elements	

Contact Hours

1 hour lecture and 2 hour seminar weekly

Learning Outcomes

Students who take full advantage of the opportunities made available to them will, on successful completion of the module, be able to:

1. Recognise and describe the stages of rehabilitation and the components of a rehabilitation programme
2. Apply/relate criteria for progression and regression for different sports and exercise participants
3. Formulate appropriate sports specific rehabilitation programmes for different sports and exercise participants

Method of Assessment

Practical assessment

60%

Written coursework

40%

Preliminary Reading

Brukner, P. & Khan, K. (2006) Clinical sports medicine. Sydney. London: Mc Graw-Hill

Houglum, P.A. (2005) Therapeutic Exercise for Musculoskeletal Injury (2nd ed.) Champaign IL. Human Kinetics Prentice, W. (2004) Rehabilitation Techniques for Sport Medicine and Athletic Training. 4th Ed. London. Mc-Graw Hill

Synopsis *

The main aims of this module are to provide students with the knowledge and ability to recognise and describe the different stages and components of rehabilitation. Students will learn how to progress athletes from one stage to the next and be able to recognise when athletes are ready to return to their sport or activity. The students will also be able to recognise when an athlete needs to regress their rehabilitation programme. Students will be able to formulate sport specific rehabilitation programmes for a range of sports.

The following topics will be covered in this module:

Components of rehabilitation and the criteria for progression and return to play including strength, power, speed, agility, flexibility, range of motion (ROM), cardiovascular endurance, sports specific requirements and psychological factors and PRICE

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS564		High Performance Physiology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Understand the integrated nature of exercise physiology
Critically analyse the key physiological components required in sport and exercise related activities
Critically analyse contemporary issues in relation to exercise physiology and training.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate an ability to integrate key skills in communication and presentation via the use of student lead practicals and presentations on a variety of subject specific material with both individual and group settings used.
Demonstrate an ability to integrate key skills in numeracy and information technology – evidenced via analysing data collected when carrying out the battery of tests with clients and through the use of appropriate information technology in order to analyse a battery of tests.
Demonstrate an ability to integrate key skills in problem solving – achieved through the ability to successfully analyse and interpret the requirements of the written coursework assessment.
Plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Coursework (2,500 words) (100%)

Preliminary Reading

Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and its Applications (4th Ed.) McGraw Hill.
Eston, R. Reilly, T. (Eds) (2009) Kinanthropometry and Exercise Physiology Laboratory Manual. Test, Procedures and Data (3rd Ed.). Routledge: London.
Tanner, R. Gore, C. (Eds.) (2013) Physiological Tests for Elite Athletes (2nd Ed.) Human Kinetics.

Pre-requisites

None

Synopsis *

This module aims to increase the student's knowledge and understanding of the physiology governing sports performance. Contemporary training methods will be discussed. It also further develops the skills necessary to analyse and critically assess performance. Practical sessions will be conducted to reinforce theoretical knowledge.

The following indicative topics covered in this module are:

- Submaximal and maximal determinants of exercise performance
- Strength and power in athletic performance
- Processes of fatigue and implications for training
- Contemporary issues in training
- Monitoring training and recovery

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS565 Contemporary Issues in Sport and Exercise Nutrition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Demonstrate a critical understanding of current research issues in sports nutrition
Demonstrate critical awareness of eating strategies, and use of ergogenic aids by athletes in different sports in order to enhance performance
Discuss the relative advantages and disadvantages of different methods of inquiry in sports nutrition.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate an ability to integrate key skills in numeracy – evidenced via working with formulae, calculations and statistics.
Demonstrate an ability to integrate key skills in communication, presentation and Information Technology - through the use of laboratory testing to produce data and the analysis and presentation of that data.
Demonstrate an ability to integrate interactive group skills- evidenced through students working in groups to carry out investigations.
Demonstrate an ability to integrate key skills in problem solving – achieved through research methods, analysis and adequate discussion of results.
Plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignment and tasks set during this module.

Method of Assessment

Written Assignment (3000 words) (100%)

Preliminary Reading

Mainly journal article (contemporary research) based
Jeukendrup, A & Gleeson, M. Sport Nutrition. An Introduction to Energy Production and Performance. Champaign, IL: Human Kinetics (1st Ed. 2004, 2nd Ed. 2007: either suitable)
McArdle W. D., Katch F. I., Katch, V. L(2005). Sports & Exercise Nutrition. London: Lippincott Williams & Wilkins.

Pre-requisites

SPOR5330 Applied Nutrition for Sports Performance

Synopsis *

In this module students will study and investigate the latest research in sports nutrition. This will provide the opportunity to critically analyse contemporary evidence, research and practical nutritional practices in sports nutrition. Students will study nutritional ergogenic aids and nutritional strategies suggested to improve performance. Students will conduct practical sessions in order to test some of the theories and strategies studied.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS566		Research Study in Sport Sciences				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	90% Project, 10% Coursework	
1	Medway	Whole Year	H	45 (22.5)	85% Project, 15% Coursework	

Contact Hours

Total Contact Hours: 12

Private Study Hours: 438

Total Study Hours: 450

Learning Outcomes

1. Identify an appropriate research topic that makes a relevant contribution to the student's programme of study.
2. Demonstrate a critical understanding of the theories and concepts underpinning the chosen area of study.
3. Select the most appropriate research methods, and produce an individual research study that is presented in the appropriate way

Method of Assessment

Coursework (Presentation) – 15%

Project (Dissertation 10,000 words) – 85%

Preliminary Reading

Creswell, J. (2013). Research design: qualitative, quantitative, and mixed methods approaches. 4th Ed. London: Sage.

Dancey, C. P., Reidy, J. & Rowe, R. (2012) Statistics for the Health Sciences: A Non-Mathematical Introduction. London: Sage.

Field, A. (2017). Discovering statistics using IBM SPSS Statistics. 5th Ed. London: Sage.

Greenhalgh, T. (2014) How to read a paper: the basics of evidence-based medicine. 5th Ed. Chichester: Wiley-Blackwell.

Joyner, R. L, Rouse, W. A., & Glatthorn, A. A (2012) Writing the Winning Thesis or Dissertation: A Step by Step Guide. 3rd Edn. Corwin Press: London

Vincent, W. J. & Weir, J. (2012) Statistics in Kinesiology. 4th Ed. Leeds: Human Kinetics.

Synopsis *

The module takes the form of an individual research study. There are taught lectures covering the management of a research project. The research projects are then conducted with the supervision of a tutor who will advise the student on issues such as methodology, analysis and presentation. It is the student's responsibility to organise, conduct, analyse and present the research as required. The research project may comprise an experimental laboratory based dissertation, or a systematic review of the literature.

SS567		Sport and Exercise Promotion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Project	
1	Medway	Whole Year	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 258

Total study hours: 300

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

understand the principles underpinning sport and exercise promotion
describe and analyse data on the health and activity status of different population groups
describe the strategies and methods for promoting sport and exercise participation
evaluate the evidence and rationale supporting sport/exercise guidelines and interventions

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication and presentation skills - via the use of student lead practical sessions and presentations on a variety of subject specific material with both individual and group settings used.
Numeracy and Information Technology – evidenced via the preparation for presentations (including importing of graphics, word processing, internet searches)
Interactive group skills – evidenced through conducting student lead presentations and tasks as well as through undertaking group practical sessions.
Problem solving – achieved through the preparation and planning of the sport and exercise promotion event.
Ability to self-appraise and reflect on practice – evidenced within the evaluation section of the reflective nature of the coursework assignment.
Ability to plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Evaluation – 50%-2000 words
Presentation – 30%-12 min Power Point Presentation
Event – 20%

Preliminary Reading

ACSM (2010) ACSM's Guidelines for Exercise Testing and Prescription, 8th ed. Maryland: Lippincott Williams & Wilkins.
ACSM (2008) ACSM's Health-Related Physical Fitness Assessment Manual, 2nd ed. Baltimore: Lippincott Williams & Wilkins.
ACSM (2010) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 6th ed. Maryland: Lippincott Williams & Wilkins.
Biddle, S.J.H. & Mutrie, N. (2006) Psychology of Physical Activity: Determinants, Well-Being and Interventions. 2nd ed. London: Routledge.
Heyward, V.H. (2006) Advanced Fitness Assessment and Exercise Prescription. 5th ed. Illinois: Human Kinetics.
Howley, E.T. & Franks, B.D. (2003) Health Fitness Instructor's Handbook. 4th ed. Champaign, Illinois: Human Kinetics.

Pre-requisites

None

Synopsis *

The module starts by considering the multi-dimensional nature of health to broaden student's understanding of the many factors – individual or environmental - that could contribute to personal experience of health & what that means to different members of the population. Key aspects of sport and exercise promotion are considered, culminating in students completing a sport or exercise promotion event of their own. Whilst there is an emphasis on theoretical issues in the module, students are encouraged to apply these principles to the various aspects of sport and exercise promotion practice.

Introduction – What is health, sport and exercise?
Determinants of health, sport and exercise
Concepts and theories of health & health promotion
Health promoters & their roles
Sport development agencies and their roles
Guidelines for agencies involved in developmental work
Identifying population needs in relation to health & Sport needs
Motivation & behaviour change
The health and physical activity status of different population groups
Understanding and interpreting epidemiological research
Strategies for promoting sport and exercise participation amongst the population
Exercise guidelines for different population groups and the associated evidence, rationale, issues and implications
Sport and Exercise campaigns and the marketing of physical activity to different population groups, the influence of physical and social environments on engagement
Planning & evaluating a health, sport or exercise promotion activity

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS568 Therapeutic Mobilisations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	100% Coursework	

Contact Hours

This module delivery comprises of a 1 hour weekly lecture and two 2 hour weekly practical seminars.

Learning Outcomes

On successful completion of this module, students will be able to:

- 12.1 Discuss indications, cautions and contraindications of selected therapeutic interventions.
- 12.2 Discuss the effects of selected therapeutic interventions.
- 12.3 Use clinical reasoning and critical analysis to select and evaluate the effectiveness of appropriate interventions.
- 12.4 Demonstrate the application of appropriate therapeutic interventions.

Method of Assessment

Coursework: Written Assignment 30%

Coursework: Practical Logbook 70%

Preliminary Reading

Maitland, G., D., Hengeveld, E. and Banks, K. (2005) Maitlands Peripheral Manipulation. Elsevier Butterworth Heinmann. ISBN:0-7506-5598-4

Maitland, G., D., Hengeveld, E., Banks, K., and English, K. (2005). Maitland's Vertebral Manipulation. Elsevier Butterworth Heinmann. ISBN: 0-7506-8806-8

Mulligan, B., R. (1999). Manual Therapy "NAGS", "SNAGS", "MWMS"etc. Plane View Services Ltd. ISBN: 0-473-05765-4

Synopsis *

This module develops the students' ability to examine, select and apply appropriate therapeutic interventions for the vertebral and peripheral joints.

This module will continue to build skills in problem solving and clinical reasoning based on the principles of joint mobilisation.

The following topics will be covered in this module:

- Philosophies and principles of manual therapy.
- Kinematics of vertebral and peripheral joints.
- Core stability and its role in trunk rehabilitation.
- Sports injuries of the spine.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS569		Sport & Exercise Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Discuss and apply psychological theories relating to sport and exercise
Discuss the influence of cognitive and social psychological factors that influence behaviour in a sport and exercise environment
Discuss the theoretical principles of sports and exercise psychology underpinning applied practice
Discuss and apply knowledge of psychological concepts to group and individual behaviour in sport and exercise environments

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate information technology: through the compilation of a written assignment (including word processing and internet searches).
Demonstrate communication and presentation skills – evidenced by the ability to communicate learning in coursework.
Demonstrate problem solving – achieved through the ability to interpret theoretical concepts appropriately.
Plan and manage learning - through completing self-directed study necessary to successfully meet the requirements for this module.

Method of Assessment

Written coursework (2,750 words) (100%)

Preliminary Reading

Andersen, M.B. (2000). *Doing Sport Psychology*. UK: Human Kinetics
Biddle, S.J.H. & Mutrie, N. (2006). *Psychology of physical activity determinants, well-being and interventions*. London: Routledge.
Buckworth, J. & Dishman, R.K. (2002). *Exercise psychology*. Champaign, IL: Human Kinetics.
Lavalley, D., Williams, J.M., & Jones, M.V. (2008). *Key readings in sport and exercise psychology*. New York: McGraw-Hill.
Taylor, J. & Wilson, G. (2005). *Applying sport psychology*. Champaign, IL: Human Kinetics.
Weinberg, R.S., & Gould, D. (2007). *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.

Pre-requisites

Prerequisite: SPOR3440 (SS344) Introduction to Sport and Exercise Psychology

Synopsis *

The module aims to provide students with knowledge and understanding of human responses and adaptations to sport and exercise. Using a psychological approach, students acquire knowledge and understanding of sport and exercise performance and exercise adherence to promote health. Lectures and seminars provide forums for discussion and understanding of cognitions, affect and behaviour and the complex interactions between these. A key module aim is to provide an understanding of the application of theory to real 'applied' situations within sport and exercise settings.

Topics include:

Individual differences and personality
Attributions and perceived control
Exercise behaviour
Motivation
Emotions in sport
Attention and focus
Group dynamics
Leadership
Communication
Goal setting
Psychophysiology in sport and exercise

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS570 Fitness Training Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Apply knowledge and understanding of the different components of physical fitness and their contribution to health and athletic performance.
Demonstrate theoretical knowledge and application of training programme and training methodology design, evaluation and implementation
Administer and evaluate an exercise training programme

The intended generic learning outcomes. On successfully completing the module students will be able to:

Apply knowledge to the solution of familiar and unfamiliar problems.
Demonstrate communication, presentation, numeracy and C & IT skills.
Demonstrate interactive group skills.
Demonstrate problem solving skills.
Demonstrate the ability to self-appraise and reflect on practice.
Demonstrate the ability to plan and manage learning

Method of Assessment

Group practical assessment and individual questioning (20 minutes) – 50%
Examination – 50% (2 hours)

Preliminary Reading

ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. 8th Edition. Philadelphia: Lippincott Williams & Wilkins.
ACSM. (2007). Resources for the Personal Trainer. 2nd Edition. Philadelphia: Lippincott Williams & Wilkins.
Bompa, T.O. (2009). Periodization: Theory and Methodology of Training. 5th Edition. Champaign, Illinois: Human Kinetics.
Dick, F.W. (2007). Sports Training Principles. 5th Edition. London: A & C Black.
Foran, B. (2001). High Performance Sports Conditioning. Champaign Illinois: Human Kinetics.
Hoffman, J. (2002). Physiological Aspects of Sports Training and Performance. Champaign, Illinois: Human Kinetics.

Pre-requisites

None

Synopsis <span style =

This module will provide students with a grounding in training theory and application, specifically looking at programme design and implementation in health and athletic performance. It includes: Principles of sport and exercise training; Training methodology; Programme design and organisation; Adaptations to training.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS571 Research Design and Planning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework with Pass/Fail Elements	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

30 hours split into; x12 x 1 hour lectures, x1 1 hour formative test, x12 1 hour seminars and x4 2 hour SPSS workshops, x21 hour supervisor appointments in small groups and pre-study.

Learning Outcomes

On successful completion of the module students will be able:

- 12.1 Analyse the strengths and weaknesses associated with a range of research methods;
- 12.2 Interpret descriptive, graphical and inferential statistics that inform answers to specific research questions.
- 12.3 Demonstrate knowledge of devising a clear specific and testable research question that can be realistically addressed within the limitations of undergraduate study.

Method of Assessment

This module is taught at the Medway campus only
60% Research Proposal, 40% in-class test

Preliminary Reading

Field, A. (2005). Discovering statistics using SPSS. London: Sage.

Burns, R. (2000). Introduction to Research Methods. London: Sage.

Creswell, J. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage.

Coakes, S.J. and Steed, L.G. (2003) SPSS: Analysis without anguish version 11.0 for Windows. Australia: Wiley and Sons.

Fallowfield, J. Hale, B. Wilkinson, D. (2005) Using statistics in Sport and Exercise Science Research. Chichester: Lotus Publishing.

Thomas, J.R. and Nelson, J.K. (2005) Research Methods in Physical Activity. (4th Ed.) Champaign, Illinois: Human Kinetics.

Williams, C. Wragg, C. (2004) Data analysis and research for Sport and Exercise Science. London: Routledge.

Synopsis *

The module is intended to provide students with an understanding of research design, planning and data analysis. The first half of the module is dedicated to learning about inferential data analysis and the use of SPSS to understand basic statistical concepts (the normal distribution) and perform parametric and non-parametric statistical tests (e.g., Student's t-test). The second half of the module is dedicated to research design and planning. IN this part of the module, students will develop a research proposal that will ultimately become the basis of their year 3 dissertation.

A synopsis of topics included in this module are:

- A range of statistical tests analysing parametric and non-parametric data
- The process of forming a research question and hypothesis
- Ethics in research
- Scientific writing skills
- Supervisor contact
- Presentation of current dissertation projects

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS572 Sport, Exercise & Health Promotion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total hours for the module will be 150. This will include 1 hour Lecture per week for 11 weeks. These contact hours will total 11. There will also be a 1 hour seminar for week. These contact hours will total 11. The remainder will be devoted to time spent conducting their sport and exercise promotion activity and for private study for the reinforcement of knowledge.

Learning Outcomes

On successful completion of the module students will be able:

- 12.1 understand the principles underpinning sport and exercise promotion
- 12.2 describe and analyse data on the health and activity status of different population groups
- 12.3 describe the strategies and methods for promoting sport and exercise participation
- 12.4 evaluate the impact of a sport and/or exercise promotion intervention

Method of Assessment

100% Presentation

Preliminary Reading

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

ACSM (2008) ACSM's Health-Related Physical Fitness Assessment Manual 2nd Ed. Baltimore: Lippincott Williams & Wilkins.

ACSM (2010) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 6th Ed. Maryland: Lippincott Williams & Wilkins.

Biddle, S.J.H. & Mutrie, N. (2006) Psychology of Physical Activity: Determinants, Well-Being and Interventions. 2nd Ed. London : Routledge.

Ewles, L & Simnett, I. (1992) Promoting Health: A Practical Guide. Oxford: Bailliere Tindall.

Heyward, V.H. (2006) Advanced Fitness Assessment & Exercise Prescription. 5th Ed. Illinois: Human Kinetics.

Howley, E.T. & Franks, B.D. (2003) Health Fitness Instructor's Handbook. 4th Ed. Champaign, Illinois: Human Kinetics.

Naidoo, J. Wills, J. (2000). Health Promotion: Foundations for Practice. Oxford: Elsevier

Seedhouse, D. (2001). Health: The Foundations for Achievement. NJ, USA: Wiley-Blackwell

Synopsis *

The health and physical activity status of different population groups

Understanding and interpreting epidemiological research

Strategies for promoting sport and exercise participation amongst the population

Exercise guidelines for different population groups and the associated evidence, rationale, issues and implications

Sport and Exercise campaigns and the marketing of physical activity to different population groups, the influence of physical and social environments on engagement

SS573 Research Study Preparation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total Contact Hours: 22
Total Private Study Hours: 128
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Complete an appropriate literature search associated with the chosen topic of study relating to sport and exercise or sports therapy and rehabilitation, using primary and secondary sources.

Demonstrate theoretical knowledge of devising a clear specific and testable research question that can be realistically addressed within the limitations of undergraduate study relating to sport and exercise or sports therapy and rehabilitation.

Work collaboratively with a recognised expert in the area of research interest relating to sport and exercise or sports therapy and rehabilitation.

Demonstrate an awareness of the ethical concerns of research within the subject specialism relating to sport and exercise or sports therapy and rehabilitation.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate numeracy and information technology via working with study design, power calculations and the synthesis of a complex project proposal.

Demonstrate problem solving through the identification of a research question and the generation of a hypothesis, followed by the design of an appropriate study to test this.

Demonstrate the ability to plan and manage learning by completing a proposal for a dissertation, with consultancy from a supervisor, which is achievable, manageable and suitable for Honours level study.

Demonstrate the ability to plan and manage their own learning skills through the need to complete a thorough and realistic dissertation proposal.

Method of Assessment

Written Research Proposal (2,000 words) – 100%

Preliminary Reading

Burns, R. (2000). Introduction to Research Methods. London: Sage.

Creswell, J. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: Sage.

Field, A., Hole, G. (2003). How to Design and Report Experiments. London: Sage.

Lynch, C. (2010). Doing Your Research Project in Sport. Exeter: Swales and Willis.

Pre-requisites

None

Synopsis *

This module will cover the following topics:

Introduction to staff research areas in the CSS

The process of forming a research question and hypothesis

Writing an introduction

Writing a literature review

Writing a methodology

Writing a discussion

Justification of resources

Ethics in research

Writing clinics

Supervisor contact

Presentation of current dissertation projects

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS574 Human Resources Management in Sport						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Discuss the role of the Human Resource function.
Propose human resource management procedures including recruitment and selection for a small business.
Investigate and discuss the human resource procedures for a business of your choice within the sports industry

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication and presentation skills - via the use of student led practical sessions and presentations on a variety of subject specific material with both individual and group settings used.
Ability to self-appraise and reflect on practice – evidenced within the evaluation section of the reflective nature of the coursework assignment.
Ability to plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Written report (3500 words) -100%

Preliminary Reading

Chelladurai, P. (2006). Human Resource Management in Sport and Recreation. (2nd ed). Human Kinetics.
Cuskelly, G; Hoye R and Auld, C. (2006). Working with Volunteers in Sport: Theory and Practice. Routledge.
Dessler, G (2005). Human Resource Management (10th ed) New Jersey Prentice Hall
Gardiner, S. et al. (2005). Sports Law London Cavendish Publishing
Robinson, L. and Palmer D. (2011). Managing Voluntary Sport Organisations. Routledge
Torkildsen, G (2005). Leisure and Recreation Management (5th ed) London E & FN Spon
Torrington, D. Hall, L. Taylor, S. (2005). Human Resource Management. (6th ed) Harlow Prentice Hall
Tyson, S. (2006). Essentials of Human Resource Management (5th ed) London Butterworth Heinemann

Pre-requisites

None

Synopsis *

To discuss human resource/personnel policies specifically in relation to recruitment and selection activities in sport settings. Designing job descriptions, Working with volunteers in sport. Discuss performance management/appraisal processes. Explore legislation and equality issues, investigate induction, training and development activities to include graduate training programmes, development assessment centres, job shadowing and succession planning. Explore rewards and models of motivation as well as retention strategies applied to the context of Human Resources Management in sport.

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS575		Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework with Pass/Fail Elements	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Analyse the strengths and weaknesses associated with selected research methods;
Identify and interpret descriptive, graphical and inferential statistics that inform answers to specific research questions concerned with both simple and complex research designs;
Conduct a variety of statistical analyses using the computer software SPSS and communicate an interpretation of the output in a written research report format

The intended generic learning outcomes. On successfully completing the module students will be able to:

Demonstrate skills in numeracy and information technology;
Demonstrate skills in problem solving;
Demonstrate the ability to plan and manage learning.

Method of Assessment

Data Analysis and Reporting Exercise – 100%

Preliminary Reading

Creswell, J. (2013). Research design: qualitative, quantitative, and mixed methods approaches. 4th Ed. London: Sage.
Dancey, C. P., Reidy, J. & Rowe, R. (2012) Statistics for the Health Sciences: A Non-Mathematical Introduction. London: Sage.
Field, A. (2013). Discovering statistics using IBM SPSS Statistics. 4th Ed. London: Sage.
Vincent, W. J. & Weir, J. (2012) Statistics in Kinesiology. 4th Ed. Leeds: Human Kinetics.

Pre-requisites

None

Synopsis *

This module introduces students to the analysis techniques required for their dissertation module. The analysis techniques

to be covered are as follows:

Independent and paired t-tests

Overview of Regression and Correlation

Qualitative analysis techniques

One way ANOVA

Factorial ANOVA

Repeated measures ANOVA

Non-parametric tests

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS578		Event Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 18
Private study hours: 282
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Relate and apply the theoretical knowledge gained in order to successfully propose an event (relevant to the undergraduate degree being studied).

Relate and apply the theoretical knowledge gained in order to implement an event (relevant to the undergraduate degree being studied).

Critically assess and evaluate the planning and implementation of the event (relevant to the undergraduate degree being studied).

The intended generic learning outcomes. On successfully completing the module students will be able to:

Communication and presentation skills – achieved through effective written, verbal and non-verbal communication skills. Information Technology and numeracy - through the preparation of event planning and proposals, budgets and presentations.

Interactive group skills – evidenced through working with a range of groups throughout the planning and implementation of the event.

Problem solving – achieved through the event planning and implementation stages and through completing the self-directed study necessary to complete this module.

Ability to self-appraise and reflect on practice – achieved through the event implementation and evaluation stages and specifically the defence interview

Method of Assessment

Event Proposal Presentation – 35%-20 minutes presentation including Q&A

Event Observation – 30%

Event Defence – 35%- 20 minutes presentation including Q&A

Preliminary Reading

Bladen. C et al (2012), Events Management an Introduction, Routledge London

Bowdin, G.A.J., Getz, D., & Lashley, C. (2011). Events Management (3rd Ed). Oxford: Butterworth-Heinemann.

Health and Safety Executive (1999). The Event Safety Guide (2nd Ed) HMSO. <http://www.hse.gov.uk/event-safety/index.htm>

Mallen. C Adams. L.J. (2013) Event Management in Sport, Recreation and Tourism Theoretical and Practical Dimensions (2nd ed), Routledge London

Masterman. G. (2014), Strategic Sports Event Management (3rd Ed) Routledge London

Parent.M.M and Smith-Swan.S (2013) Managing Major Sports Events Theory and Practice, Routledge London

Robinson, L. & Palmer, D. (2011) Managing Voluntary Sport Organisation. Abington: Routledge.

Pre-requisites

None

Synopsis *

The module provides a structured opportunity to put into practice theoretical and practical knowledge and skills that students have acquired during their studies, in the context of delivering an event relevant to their programme of study. As such, this module will provide opportunities for students to develop appropriate vocational and applied academic knowledge. Students will work as part of a small group in the process of proposing, planning, implementing, reviewing and evaluating an actual event, students will need to integrate market research, marketing, human resource management, leadership, health and safety issues, security, logistical and financial management in an appropriate way. The emphasis is on the processes that surround the actual event itself.

- An introduction to the events industry
- The planning cycle for major events
- Market research and the development of an event concept
- Human resource planning and management required for running an event
- Financial planning and management of an event
- Marketing the event
- Health, safety and security legislation and procedures
- Establishing timelines and checklists.
- Event implementation
- Event evaluation

2021-22 STMS Undergraduate Stage 2 & 3 Module Handbook

SS579		Industry Placement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 10.5
Private study: 89.5
Placement hours: 200
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

demonstrate a comprehensive and systematic understanding and knowledge of the procedures, processes and disciplines of working within a department or organisation relevant to the students main programme of study.
demonstrate application of a number of the intellectual skills specified for the main programme of study.
undertake independent research beneficial to the placement department or organisation utilising appropriate methodologies and analysis
review, analyse, contextualise, record and reflectively evaluate the related activities of the department or organisation.

The intended generic learning outcomes. On successfully completing the module students will be able to:

demonstrate the development of skills associated with their chosen sport organisation or department.
communicate effectively, orally and in writing, about management and/or professional/technical matters, using media appropriate to the purpose.
demonstrate independence in initiating and executing work.
become responsible for the management of their own time, and the prioritising of their workloads.
develop an ability to individually conduct research into business/management and/or relevant programme discipline issues.

Method of Assessment

Industry placement report (3,500 words) – 100%

Preliminary Reading

Beech, J. & Chadwick, S. (2012) *The Business of Sport Management*, Pearson Education Limited.
Dessler, G (2017) *Human Resource Management (15th ed)* London Pearson
Fill, C. Turnbull, S. (2016) *Hello Marketing Communications (7th ed)* Harlow Pearson Education Ltd.
Hartley, H. (2009) *Sport, Physical Recreation and the Law*, Abingdon, Routledge
Robinson, L. Palmer, D. (2011) *Managing Voluntary Sport Organisations*, Abingdon, Routledge

Pre-requisites

None

Synopsis *

The module provides a structured opportunity to combine appropriate developmental work experience with academic study. The placement will provide the opportunity for students to develop appropriate vocational and applied academic knowledge. In order for the student to take this module they must secure a placement. The placement should be appropriate to the student's degree, experience and potential career aspirations. All placements will be subject to the module convenor's authorisation.