MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

**Specialised Issues in Sport and Exercise (SS576)**

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

**School of Sport and Exercise Sciences (SSES)**

1. Start date of the module

**Autumn 2014**

1. The number of students expected to take the module

**70**

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**NONE**

1. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

**H**

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

**15 (7.5 ECTS)**

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

**Autumn and/or Spring**

1. Prerequisite and co-requisite modules

**None.**

1. The programmes of study to which the module contributes

**B.Sc. Sport & Exercise Science,**

**B.Sc. Sport for Exercise and Health,**

**B.Sc. Sports Therapy**

1. The intended subject specific learning outcomes

11.1 Demonstrate an understanding of the scientific principles underpinning sport & exercise performance for different athletic populations and environments

11.2 Critically analyse the benefits and risks of sport and exercise for different athlete populations and environments

11.3 Critically analyse exercise recommendations for individual athletes

1. The intended generic learning outcomes

12.1 Communication skills – through the ability to demonstrate written communication of learning and oral presentations

12.2 Problem solving – achieved through the explanation, comparison and refutation of different theories of factors affecting performance and specific individual circumstances

12.3 Ability to plan and manage learning – through completing the case study report and exercise training programme.

1. 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 put 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. The module is assessed through students completing a detailed written assignment.

1. Indicative Reading List

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, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Total hours for the module will be 150. This will include one 2 hour lecture per week. These contact hours will total 22 hours in which the intended learning outcomes will be covered. The remainder of time will be devoted to private study for the reinforcement of knowledge and research into the subject literature.

Lectures will review current theory and research highlighting principles and key issues in the subject. Lectures will cover intended learning outcomes 11.1, 11.2 and 11.3. Students will demonstrate the learning outcomes in the module assignment. Preparation for contact time, discussion & debate within contact time will cover employability skills 12.1, 12.2 & 12.3, which are also assessed in the module assignment.

The focus on private study will be on wider reading and inquiry to develop and reinforce deeper understanding of the topics covered in lectures, to prepare for taught sessions, to prepare presentation material to contribute to taught sessions and work towards the module assessment. These activities will allow students to develop time management skills, library searches and information retrieval.

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

Students will be assessed on their achievement through the completion of a written case study coursework (ILO’s 11.1, 11.2, 11.3 GLO’s 12.1, 12.2, 12.3). Students will have the opportunity to present their written assignment in a formative assessment mid-way through the module. The weighting, the pass mark and the ILOs and GLOs are as follows:

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| --- | --- | --- | --- |
| **Assessment Type** | **Weighting** | **Qual Mark** | **Learning Outcomes Assessed** |
| Written Assignment  (up to 3,000 words) | 100% | 100% | 11.1, 11.2, 11.3  12.1, 12.2, 12.3 |

1. Implications for learning resources, including staff, library, IT and space

The module will be convened by an existing member of the School of Sport and Exercise Sciences staff. Library and IT resources will be mainly provided by using existing provision given that the Drill Hall Library already contains a good selection of books relevant to the module. Teaching will take place in existing lecture space and laboratories.

1. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered:

**Medway**

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Partner College/Validated Institution:
2. University School responsible for the programme:

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| --- | --- |
| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................  Nominated Responsible Officer of Partner College/Validated Institution  ………………………………………………….  Print Name  …………………………………………………..  Post | ..............................................  Date |

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Partner College/Validated Institution

Module Specification Template  
Last updated February 2013