



MODULE DATA SET

Module Title: Introduction to Work Related Learning

Module Code: PLU404

Module Summary:

This module aims to equip students with the knowledge and self-management skills to make informed choices in preparing for work placement and the transition to employment or further study on graduation.

Learners will be provided with the opportunities to develop awareness of the workplace, identify different career and study options, recognise and articulate their own experience, accomplishments and talents and plan and implement career management strategies for the short and long term.

Semester of Delivery: 2

CATS Value: 10

ECTS Value: 5

Contact Hours:

Scheduled:	12
Independent:	88
Placement:	0
Total:	100

Module Leader: Dr Simon Bicknell

Mode of Delivery: Full-Time/Part-Time or Blended.

Programmes for which this Module is Mandatory:

All Undergraduate programmes, with the exception of UG ITE, Early Childhood Education and Care, Sport Coaching Science (Tournament Golf), Youth and Community Work, and Studies in Primary Education.

Programmes where this Module may be taken as an Option: None

Normally Available to Exchange Students: No

Pre-Requirements: None

Relevant Benchmarks/National Occupational Standards:

QAA UK Quality Code for Higher Education, Chapter B4

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B4.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Support students in developing informed choices about the career pathways available to them, in relation to their subject choices.
- Prepare students for work-based learning and the application / exploration of subject knowledge in the workplace.
- Encourage students to make connections between their learning, placement choice, future job aspirations and contribution to society.
- Enable students to build confidence in securing work placements and future employment.
- Support students in reflecting upon their preparation for their work placement and future employment.

Learning Opportunities:

Students will, by the end of the module, have had the opportunity to:

1. Examine how their experiences, accomplishments, and abilities relate to employer expectations.
2. Demonstrate engagement with, and an understanding of, graduate employment pathways and employability issues relating to their own career aspirations.
3. Research organisations for the purposes of securing a work placement.
4. Reflect upon their learning and development.

Assessment:

Component 1: 100% Reflective Essay and Appendix (2000 words)

KIS Category: Coursework

Reading Strategy:

The following sources are included in the reading strategy to enable learners **to recognise and illustrate their experiences, accomplishments and abilities for the purposes of securing a work placement and furthering career or study aspirations:**

Association of Graduate Recruiters (1995) *Skills for graduates in the 21st century*. Cambridge: Association of Graduate Recruiters.

Fagan, A. (2007) *Brilliant Job Hunting*. Harlow: Pearson Education Ltd.

Hays, J. (2002) *Interpersonal skills at work*. London: Routledge.

Hind, D. W. G. and Moss, S. (2005) *Employability skills*. Sunderland: Business Education.

Hodgson, S. (2010) *A-Z of careers & jobs (17th edition)*. London: Kogan Page.

Holland, S. and Hager, P.J. (2006) *Graduate attributes, learning and employability*. Dordrecht: Springer.

Neugebauer, J. (2009) *Making the most of your placement*. London: Sage.

Trought, F. (2012) *Brilliant employability skills: how to stand out from the crowd in the graduate job market*. Harlow: Prentice Hall.

Williams, L. (2002) *Readymade job search letters: winning letters and e-mails to help you get your dream job*. 4th edn. London: Kogan Page.

The following sources are included in the reading strategy to enable learners **to explore the discourse relating to graduate employability:**

Boden, R. and Nedeava, M. (2010) 'Employing discourse: universities and graduate employability', *Journal of Educational Policy*, 25 (1), pp.37-54.

CBI & NUS (2011) *Working Towards Your Future: Making the Most of your Time in Higher Education*, Available at: www.nus.org.uk/Global/CBI_NUS_Employability%20report_May%202011.pdf (Accessed: 8 January 2014).

Crème, P. (2003) *Writing at university: a guide for students (2nd edition)*. Maidenhead: Open University Press.

Fairbairn, G. (2001) *Reading at university: a guide for students*. Buckingham: Open University Press.

Hinchliffe, G. W. and Jolly, A. (2011) 'Graduate identity and employability', *British Educational Research Journal*, 37 (4), pp.563–584

Knight, P. (2004) *Learning, curriculum, and employability in higher education*. London: RoutledgeFalmer.

McIlroy, D. (2003) *Studying @ university: how to be a successful student*. London: Sage.

Pritchard, A.M. (2008) *Studying and learning at university: vital skills for success in your degree*. London: Sage.

Purcell, K. et al. (2008) *Applying for Higher Education – the diversity of career choices, plans and expectations*, Available at: http://www.hecsu.ac.uk/assets/assets/documents/Applying_for_higher_education.pdf (Accessed: 14th January 2014).

Roberts, L. (2006) *After you graduate: finding and getting work you will enjoy*. Maidenhead: Open University Press.

Sinclair, C. (2006) *Understanding university*. Maidenhead: Open University Press.

Smale, B. (2009) *How to succeed at university: an essential guide to academic skills and personal development*. London: Sage.

Teichler, U. (2007) *Careers of university graduates: views and experiences in comparative perspectives*. Dordrecht: Springer.

The following sources are included in the reading strategy to enable learners **to reflect upon their learning and development:**

Bolton, G. (2014) *Reflective practice (4th edition)*. London: Sage.

Boud, D., Keogh, R. and Walker, D. (1985) *Reflection: turning experience into learning*. London: Kogan Page.

Johns, C. (2013) *Becoming a reflective practitioner (4th edition)*. Chichester: Wiley-Blackwell.

Joyce, B.R. (2002) *Models of learning: tools for teaching (2nd edition)*. Buckingham: Open University Press.

Moon, J.A. (2004) *A handbook of reflective and experiential learning: theory and practice*. London: RoutledgeFalmer.

The following sources are included in the reading strategy to enable learners to **examine issues (national or regional level) that relate to a particular work setting:**

Brown, P. (2004) *The mismanagement of talent: employability and jobs in the knowledge economy*. Oxford: Oxford University Press.

Department of Business Innovation and Skills (2013) *Information Economy Strategy*, Available at: www.gov.uk/government/publications/information-economy-strategy (Accessed: 14th January 2014).

Fanthome, C. (2004) *Work placements: a survival guide for students*. Basingstoke: Palgrave.

Furlong, A. (2005) *Graduates from disadvantaged families: early labour market experiences*. Bristol: Policy Press for the Joseph Rowntree Foundation.

Gauntlett, D. (2011) *Making is connecting: The Social Meaning of Creativity, from DIY and Knitting to YouTube and Web 2.0*. Cambridge: Polity Press.

Midwinter, D. and Whatmore, T. (2011) *Positive placements*. London: Continuum.

Strangleman, T. (2008) *Work and society*. London: Routledge.

****Please note that subject areas will provide further guidance regarding relevant reading for specific work sectors and types.***

The following journals may contain articles appropriate for this module:

- Higher Education Research & Development
- Journal of Education and Work
- Journal of Vocational Education and Training
- Research in Post-Compulsory Education
- Work, Employment and Society
- Studies in Higher Education



MODULE DATA SET

Module Title: Introduction to Sport & Exercise

Module Code: SPU401

Module Summary:

This module is focused on introducing and developing skills required to study and investigate sport, exercise and coaching in a Higher Education environment. It allows students an opportunity to identify and improve important skills for studying sport and exercise related subjects, including literature searching, communication and study skills.

Semester of Delivery: 1

CATS Value: 10

ECTS Value: 5

Scheduled: contact hours 18 hours

Independent: 82

Placement: 0

Total Hours for module: 100

Module Leader: Alex Powell

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

N/A

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Introduce students to concepts of independent learning and analytical thinking
- Develop students' academic skills to support their learning and progression in higher education
- Develop students' abilities to evaluate their own strengths and target areas for development

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Demonstrate their ability to identify strengths and areas for improvement in their academic skills
- Demonstrate improvements in their academic skills

Assessment:

Component 1: 500 word written component (Gatekeeper - peer assessed. Students complete written element and are then paired with another student who assesses their work and prepares feedback, which provides the basis for component 2.)

Component 2: 100% Presentation (5 minutes)

KIS Category: Coursework

Reading Strategy:

Indicative reading texts will be reviewed annually and updated by the module leader and contributing lecturers. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. At Level 4 students, where appropriate, will be signposted to particular sections or chapters within texts to assist with fundamental learning and core concepts; however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this, students will be actively encouraged to engage with Journal articles.

The list below is for example only and students must check the Moodle pages and advice given by the Module Leader:

Indicative Reading:

Jones, I., (2014). *Research methods for sports studies*. Routledge.

Hills, D. (2011) *Critical thinking*. Richmond: Trotman Publishing.

Neil, R., Hanton, S., Fleming, S. and Wilson, K. (eds.) (2014) *The research process in sport, exercise and health: case studies of active researchers*. London: Routledge.



MODULE DATA SET

Module Title: Introduction to the Structure and Development of (UK) Sport

Module Code: SPU403

Module Summary:

This module will introduce students to a variety of sport organisations in the UK and how they operate in and across private, public and voluntary sectors to deliver different levels and kinds of sports provision. While gaining an understanding of how sport is developed, structured, governed and funded, students will also be introduced to the current sport policy context and to the dominant ideas underpinning current UK sports policy, namely 'sport for all'. To this end, the module will also have a social justice focus and will examine how socio-cultural factors exclude certain groups from participating and/ or progressing in sport.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Scheduled: Contact hours 36

Independent: 164

Placement: 0

Total Hours for module: 200

Module Leader: Dr Stefan Lawrence

Mode of Delivery: Full time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students: Yes

Pre-Requirements: None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016) (consultation document) <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf> and the professional body requirements of British Association of Sport and Exercise Sciences.

Module Curriculum Led Outcomes:

This module aims to:

- Provide students with a basic knowledge of how sport is structured, governed and funded within the UK.
- Familiarise students with the broad political and geopolitical policy landscape in which sport operates.
- Enable students to identify the social, cultural and economic factors that affect different social groups' participation in sport.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Map the current sporting landscape by developing a basic knowledge of important stakeholders and bodies in sport, as well as their remits, across the UK.
- Identify the broad range of careers that exist in sport and the competencies needed to achieve employment in the sports industry.
- Demonstrate an understanding of the social, cultural and economic factors that influence participation in sport.
- Demonstrate an awareness of the socio-cultural factors that present as 'barriers to entry' to sport.

Assessment:

Component 1: 40% Multiple Choice Test (45 mins)

KIS Category: Examination

Component 2: 60% Essay (1500 words)

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader; any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor to help inform the core principles and structures within sport. Students, where appropriate, will be signposted to particular sections or chapters within texts, however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further, to this students will be actively encouraged to engage with Journal articles.

Indicative Reading

Coakley J. and Pike, E. (2009) *Sports in Society: Issues and Controversies*. London: McGraw - Hill

Grix, J. (2015) *Sport politics: An introduction*. Palgrave Macmillan.

Houlihan, B. (Ed.) (2008) *Sport & Society: A student introduction*. London: Sage.

Hylton, K. (Ed.). (2013). *Sports development*. London: Routledge.

Jefferys, K. (2012) *Sport and Politics in Modern Britain: The road to 2012*, Basingstoke: Palgrave Macmillan.



MODULE DATA SET

Module Title: Human Movement 1

Module Code: SPU404

Module Summary:

This module aims to develop knowledge of anatomy and function of the musculo-skeletal system during movement. Students will also be introduced to biomechanical principles underpinning the practical analysis of human movement, considering the role of analysis in sport and in movement. It will serve to widen the students' knowledge base and will provide a firm basis for working at a higher level in the discipline of sport and exercise biomechanics. Relevant risk assessment and health and safety protocols will be adhered to within the human performance laboratory.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Scheduled: contact hours	36
Independent:	164
Placement:	0
Total Hours for module:	200

Module Leader: Russ Peters

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport
BA Sport Development with Coaching
BSc Sport & Exercise Science
BSc Sports Coaching & Performance
BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

N/A

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016) (consultation document) <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf> and the professional body requirements of British Association of Sport and Exercise Sciences.

Module Curriculum Led Outcomes:

This module aims to:

- Develop knowledge of the anatomy and function of the musculoskeletal system during movement;
- Explain how human anatomy influences sports performance
- Apply theory to the practical analysis of human movement;

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Name the main anatomical features, and understand the function, of the major muscles, bones and joints of the human body;
- Describe the skeletal and muscular considerations for movement.
- Describe selected mechanical principles in biomechanics pertinent to sport and exercise performance.

Assessment:

Component 1: 40% Viva Voce (10 mins)

KIS Category: Practical

Component 2: 60% Scientific report (1500 words)

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be reviewed annually and updated by the module leader, with any changes being notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Where appropriate, students will be signposted to particular sections or chapters within texts. However, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this students will be actively encouraged to engage with journal articles.

Indicative Reading

- Ackland, T., Elliott, B. and Bloomfield, J. (2008) Applied Anatomy and Biomechanics in Sport. Champaign, Ill: Human Kinetics.
- Enoka, R. (2001). Neuromechanical basis of kinesiology (3rd Edition). Champaign, Ill: Human Kinetics.
- Hamill, J. and Knutzen, K.M. (2003). Biomechanical basis of human movement. London: Williams and Wilkins.
- Pheasant, S. (1996). Bodyspace, anthropometry, ergonomics and design (2nd Edition). London: Taylor and Francis.
- Thompson C.W. and Floyd R.T. (2003). Manual of structural kinesiology. (15th Edition). St Louis: Mosby-Year Book, Inc.
- Tortora, G.J. and Grabowski. (2003). Principles of anatomy and physiology (10th Edition). Chichester: John Wiley and Sons.
- Wirhed R. (2006). Athletic ability and the anatomy of motion (2nd Edition). St Louis: Mosby-Year Book, Inc.

Journals:

European Journal of Sport Science
Human movement science
International Journal of Sport Biomechanics
Journal of applied biomechanics
Journal of biomechanics
Journal of sports sciences
Sports Biomechanics



MODULE DATA SET

Module Title: Pedagogy of Physical Education and Coaching

Module Code: SPU405

Module Summary:

This module will introduce key pedagogical theories and concepts related to Physical Education and sports coaching. Students will have the opportunity to discuss the role of Physical Education teachers and sports coaches. Throughout the module, there will be opportunities to apply theoretical constructs to practical situations.

Semester of Delivery: 2

CATS Value: 20

ECTS Value: 10

Scheduled: contact hours 36 hours

Independent: 164

Placement: 0

Total Hours for module: 200

Module Leader: Alex Powell

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

N/A

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Introduce students to pedagogical theories relevant to Physical Education and sport coaching
- Develop students' understanding of the roles of Physical Education teachers and sports coaches
- Promote students' abilities to apply pedagogical theory to practical Physical Education and sport settings

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Describe some pedagogical theories in relation to Physical Education and sport
- Explain the roles of Physical Education teachers and sport coaches
- Reflect on the importance of pedagogical theory in practical Physical Education and sport settings

Assessment:

Component 1: 60% Portfolio (2500 word equivalent)

Component 2: 40% Presentation (small groups; 10 minutes)

KIS Category: Coursework

Reading Strategy:

Indicative reading texts will be annually reviewed and updated by the module leader and contributing lecturers. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. At Level 4 students, where appropriate, will be signposted to particular sections or chapters within texts; however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this, students will be actively encouraged to engage with Journal articles.

The list below is for example only and students must check the Moodle pages and advice given by the Module Leader:

Indicative Reading:

Armour, K.M. (ed) (2011). *Sport Pedagogy: An Introduction for Teaching and Coaching*. Harlow: Pearson Education Ltd.

Lyle, J. & Cushion, C. (2017). *Sport Coaching Concepts: A Framework for Coaching Practice (2nd ed)*. Abingdon: Routledge.

Kirk, D., Macdonald, D. & O'Sullivan, M. (2013). *The Handbook of Physical Education*. London: Sage Publications Ltd.



Module Title: Human Movement 2

Module Code: SPU406

Module Summary:

This module builds on the knowledge gained in Human Movement 1. Students will learn about the different physiological systems in the human body that work to produce and regulate human movement. Students will also develop vital laboratory skills to enable safe and effective administration and measurement of exercise and contributory factors. Finally the role of physical activity in the development and maintenance of human health will also be considered. Relevant risk assessment and health and safety protocols will be adhered to within the human performance laboratory.

Semester of Delivery:

Semester 2

CATS Value:

20

ECTS Value:

10

Contact Hours:

200

Scheduled: 36

Independent: 164

Placement: 0

Module Leader:

Dr Ibrahim Akubat

Mode of Delivery: Contact

Programmes for which this Module is Mandatory:

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BA Sports Development with Coaching

BSc Sports Coaching Science (Tournament Golf)

BA Physical Education and Sport

Programmes where this Module may be taken as an Option:

NA

Normally Available to Exchange Students:

Yes

Pre-Requirements:

none

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Develop students knowledge of human physiology and its role in human movement
- Develop practical laboratory skills in the assessment of human movement and risk stratification
- Develop knowledge of public health in relation to physical activity

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Explore the systems of the human body theoretically and practically
- Learn how to conduct risk stratifications for persons wanting to partake in exercise.
- Develop laboratory skills essential for risk stratification of human participants and assessments human system function
- Describe and analyse the role of and recommendations for physical activity in relation to health and well being

Assessment:

Component 1: Laboratory Manual (2100 words – reflects the practical nature of the programme and is made up of tasks over a cumulative number of weeks) 60%

KIS: Coursework

Component 2: Portfolio (1400 words) 40%

KIS: Coursework

Reading Strategies:

Essential and recommended texts will be reviewed annually and updated by the module leader, with any changes being notified to the subject area`s library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Where appropriate, students will be signposted to particular sections or chapters within texts. However, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students` research skills. At level 4 students will actively guided to specific reading and resources with journal articles and leading figures in industry through social media, podcasts, webinar etc from reputable organisations and persons in sport & exercise science as basis for the continued engagement with such resources in future years.

Indicative Reading

ACSM (2018) *ACSM's guidelines for exercise testing and prescription*. Baltimore, MD: Lippincott Williams & Wilkins

Hardman, A. E. and Stensel, D. J. (2009) *Physical Activity and Health 2nd Ed*. New York. Routledge.

Kenny, W. L., Wilmore J .H., & Costill D. L. (2016) *Physiology of Sport and Exercise*. Champaign, IL: Human Kinetics



MODULE DATA SET

Module Title: Introductions to Sport and Exercise Psychology

Module Code: SPU407

Module Summary:

This module offers students an opportunity to be introduced to contemporary and fundamental concepts within sport and exercise psychology. Students will consider the underpinnings of human psychology and how this influences participation and engagement in various physical activity contexts.

Semester of Delivery: 2

CATS Value: 10

ECTS Value: 5

Scheduled: 18 contact hours

Independent: 82

Placement: 0

Total Hours for module: 100

Module Leader: Dr Mark Holland

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

None

Normally Available to Exchange Students:

Yes

Pre-Requirements:

none

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

and the professional body requirements of British Association of Sport and Exercise Sciences.

Module Curriculum Led Outcomes:

This module aims to:

- Develop students' knowledge of some fundamental psychological concepts related to sport and exercise.
- Enhance students' ability to read and understand psychological research.
- Promote students' ability to critically appraise research.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Consider how and understanding of an area of sport and exercise psychology.
- Critically assess and conceptualise individual behaviour within a sport and exercise context.

Assessment:

Component 1: 100% ePortfolio (1500 words)

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader and contributing lecturers, any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Students, where appropriate, will be signposted to particular sections or chapters within texts, however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this, students will be actively encouraged to engage with Journal articles.

Indicative Reading:

Hanrahan, S.J. and Andersen, M.B., 2010. *Routledge handbook of applied sport psychology: A comprehensive guide for students and practitioners*. Routledge.

Smith, R.E. and Smoll, F.L., 2012. *Sport psychology for youth coaches: Developing champions in sports and life*. Rowman & Littlefield Publishers.

Toner, J. and Moran, A.P., 2017. *A critical introduction to sport psychology*. Routledge.

Weinberg, R.S. and Gould, D., 2014. *Foundations of Sport and Exercise Psychology*, 6E. Human Kinetics.

Journals:

Journal of Sport & Exercise Psychology

Psychology of Sport & Exercise

Frontiers in Psychology

Journal of Personality & Social Psychology

Journal of Sport Sciences

Journal of Sport Psychology in Action



MODULE DATA SET

Module Title: Preparation for Tour

Module Code: SPU408

Module Summary:

This module provides a balanced academic and vocationally relevant approach designed to equip students with the knowledge and skills required for their SPU518 Tour module. This module provides students with the opportunity to recognise the multidisciplinary skills and knowledge required to enhance golf performance, coaching and experience. Students will be introduced to personal performance profiles and how to use them within golf settings. Students will also be introduced to methods of reflection to allow them to gain from experiences on the tour module and other work placements opportunities.

Semester of Delivery: 2

CATS Value: 10

ECTS Value: 5

Scheduled: 18

Independent: 82

Placement: 0

Total Hours for module: 100

Module Leader: Dr Mark Holland

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BSc Sport Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

NA

Normally Available to Exchange Students:

No

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

and the professional body requirements of British Association of Sport and Exercise Sciences

Module Curriculum Led Outcomes:

This module aims to:

- Develop knowledge of the underlying theories and concepts associated with the use of basic scientific approaches to working with a professional golfer.
- Understand how to assess a golf performance from a scientific perspective.

- Develop an understanding of reflective practice
- Gain an understanding of how to use personal development journals in tracking a golfer's progress through reflective practice while playing on a professional tour.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Evaluate the performance needs of a professional golfer using various performance profiling techniques used by sports science professionals.
- Critically appraise performance strategies of golfers
- Reflect on and in experiences

Assessment:

Component 1: 100% e-Portfolio

The portfolio includes 3 patchwork sections assessing student's ability to identify key issues within performance planning, describe how theory is applied, and reflect upon experience. (1500 words).

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader and contributing lecturers, any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Students, where appropriate, will be signposted to particular sections or chapters within texts, however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this, students will be actively encouraged to engage with Journal articles.

Indicative Reading

Bolton, G., 2010. *Reflective practice: Writing and professional development*. Sage publications.

Cropley, B., Miles, A. and Peel, J., Value of, Issues, and Developments within Sports Coaching.

Kidman, L., 2005. *Athlete-centred coaching: Developing inspired and inspiring people*. IPC Print Resources.

Journals

European Journal of Sport Science

Journal of Golf Science

Journal of Sport Sciences

Journal of Sport Psychology in Action

Reflective Practice

Research Quarterly for Exercise and Sport



MODULE DATA SET

Module Title: Introduction to Research Methods

Module Code: SPU409

Module Summary:

This module provides students with an introduction to the foundations of research in sport, exercise and coaching contexts. Students have an opportunity to gain an understanding of the philosophical underpinning of qualitative, quantitative and mixed methods. They will also explore different data collection techniques and methods of evaluating qualitative and quantitative evidence.

Semester of Delivery: 1

CATS Value: 10

ECTS Value: 5

Scheduled: 12

Independent: 88

Total Hours for module: 100

Module Leader: Dr Tony Myers

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

and the professional body requirements of British Association of Sport and Exercise Sciences

Module Curriculum Led Outcomes:

This module aims to:

- Develop students' knowledge of the philosophical underpinnings of research in sport, exercise and coaching contexts.
- Develop students' understanding of deductive and inductive reasoning, and how these relate to research design.
- Develop students' understanding of the nature of evidence, probability and the use of modelling in research in sport, exercise and coaching contexts.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Demonstrate a basic understanding of the ontological and epistemological foundations of research in sport, exercise and coaching contexts.
- Demonstrate an understanding of research design.
- Demonstrate a basic understanding of probability and its use in evaluating evidence.
- Interpret the results of qualitative and quantitative research.

Assessment:

Component 1 - 100% Online Test (1 hour)

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be reviewed annually and updated by the module leader, with any changes being notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Where appropriate, students will be signposted to particular sections or chapters within texts. However, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills. Further to this students will be actively encouraged to engage with journal articles.

Indicative Reading

Dienes, Z. (2008). *Understanding Psychology as a Science: An Introduction to Scientific and Statistical Inference*. Basingstoke: Palgrave Macmillan.

Jones, I (2015). *Research Methods for Sports Studies* 3rd edn. London: Routledge

Myers, T.D. (2017). Getting Out of the Laboratory to Make Experiments Real: Can Sports Fans Influence Muay Thai Judges? *Frontiers for Young Minds*. 5:13. doi:10.3389/frym.2017.00013

Neil, R., Hanton, S., Fleming, S. and Wilson, K. (eds.) (2014) *The research process in sport, exercise and health: case studies of active researchers*. London: Routledge.



MODULE DATA SET

Module Title: Quantitative Research Methods

Module Code: SPU501

Module Summary:

This module provides students with theoretical underpinning and practical experience within quantitative research methods. It offers the opportunity for students to acquire the necessary skills to conduct independent research in any of the sub-disciplines involved in investigating areas of sports, exercise and coaching related topics at level 6.

Semester of Delivery: 1

CATS Value: 10

ECTS Value: 5

Scheduled: 12

Independent: 88

Total Hours for module: 100

Module Leader: Dr Tony Myers

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

and the professional body requirements of British Association of Sport and Exercise Sciences

Module Curriculum Led Outcomes:

This module aims to:

- Develop an understanding of a range of quantitative statistical methods used to make judgements about data under analysis in sport, exercise and coaching contexts.
- Develop an understanding of how to conduct quantitative statistics used in in sport, exercise and coaching contexts.
- Develop an understanding of interpreting and drawing conclusions from the results of statistical analyses in sport, exercise and coaching contexts.
- Develop an understanding of how to report statistical results.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Conduct a range of statistical tests to determine differences, relationships and make predictions from a frequentist and Bayesian perspective.
- Demonstrate an understanding of basic effect size measures
- Demonstrate an understanding of the concept of 95% confidence and credible intervals
- Interpret, draw conclusions and report the results of statistical analyses.

Assessment:

Component 1 - 100% Online Test of Statistical Analysis (1 hour)

KIS Category: Coursework

Reading Strategy:

Essential and recommended texts will be reviewed annually and updated by the module leader, with any changes being notified to the subject area`s library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Where appropriate, students will be signposted to particular sections or chapters within texts. However, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students` research skills. Further to this students will be actively encouraged to engage with journal articles.

Indicative Reading

Cumming, G. (2012) *Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis*. London: Routledge Academic.

Dinsdale A., & Myers, T.D. (2016). Interpreting statistical tests for training interventions. *Professional Strength and Conditioning*. 41, 7-16

Field, A.P. (2013) *Discovering statistics using IBM SPSS statistics: and sex and drugs and rock 'n' roll*. 4th edn. London: Sage.



MODULE DATA SET

Module Title: Sport and Society

Module Code: SPU503

Module Summary: This module will develop students' understanding of the different ways sociological perspectives contribute to a critical understanding of sport and/ in society. Sociology is a discipline splintered by a number of different approaches and thus a critical assessment of sport may be conducted in numerous ways. Students will, therefore, be introduced to a number of different sociological and cultural perspectives and to how they might be used to explain sport and its role in contemporary society.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Scheduled: Contact hours 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Dr Stefan Lawrence

Mode of Delivery: Full time

Programmes for which this Module is Mandatory:

BA (Honours) Sport Development with Coaching

BA (Honours) Physical Education and Sport

Programmes where this Module may be taken as an Option:

None

Normally Available to Exchange Students: Yes

Pre-Requirements: None.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) -

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>

Teachers' Standards (2011) - <https://www.gov.uk/government/publications/teachers-standards>

The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (October 2014) -

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Enhance students' knowledge of key sociological perspectives and their application to sport.
- Develop an awareness of sport's relationship with society and culture at local, national and international levels.
- Encourage students to think critically about social issues in sport especially sport's role in perpetuating different forms of social exclusion.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Apply competently prominent sociological perspectives to make sense of social issues in sport, meaning they are able to challenge popular myths pervading sporting worlds.
- Understand how different perspectives approach and interpret the same issue(s) in sport in different ways.
- Develop an understanding of sport and its status as a key site of social and cultural interaction between different groups.
- Work productively and competently in a group and individually.

Assessment:

Component 1: 40% Group Presentation (10 minutes + 5 minutes for questions)

Component 1: 60% 'Seen' Exam (2 hours)

KIS Category: Written

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader; any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Students will be signposted to particular sections or chapters within texts; however, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills.

At level 5, students are expected as a minimum requirement to be reading within the sociology of sport. Further, to this students will be actively encouraged to engage with journal articles in, for example, *Leisure Studies*, *International Review for the Sociology of Sport* and *Sociology of Sport Journals*.

Indicative Reading

Coakley, J. and Dunning, E. (eds.) (2002) *Handbook of Sports Studies*. London: Sage

Coakley, J. and Pike, E. (2009) *Sport in Society: Issues and Controversies*. London: McGraw – Hill

Giulianotti, R (2004) *Sport and Modern Social Theorists*. Basingstoke: Palgrave Macmillan.

Karen, D. and Washington, R. (2015) *Sociological perspectives on sport: The games outside the games*. London: Routledge.



MODULE DATA SET

Module Title: Principles of Sport and Exercise Psychology

Module Code: SPU507

Module Summary:

This module offers students an opportunity to explore some major personality and social-psychological constructs and theories that can be used to explain behaviour and performance in sport and exercise settings. Students will develop an understanding and critical awareness of how specific psychological principles can influence participation, well-being and performance in sport and exercise contexts.

Semester of Delivery: 2

CATS Value: 20

ECTS Value: 10

Scheduled: 36

Independent: 164

Placement:

Total Hours for module: 200

Module Leader: Dr Mark Holland

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

None

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

and the professional body requirements of British Association of Sport and Exercise Sciences

Module Curriculum Led Outcomes:

This module aims to:

- Develop students' knowledge of some fundamental contemporary psychological theories related to sport and exercise.
- Enhance students' understanding and critical awareness of specific psychological constructs related to individuals' participation in sport and exercise settings.
- Promote students' ability to investigate theoretical constructs as they are applied to sport and exercise contexts.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Make effective use of in-depth knowledge and understanding of an area of sport and exercise psychology.
- Critically assess and conceptualise individual behaviour within a sport and exercise context.
- Describe, interpret, and evaluate empirical findings relevant to solving problems in a sport and exercise psychology perspective.

Assessment:

Component 1: 60% Critical Essay (1500 words)

KIS Category: Coursework

Component 2: 40% group presentation (groups of 2; 10 minute presentation)

KIS Category: Presentation

Reading Strategy:

At Level 5 students are now expected to becoming more independent as learners. Where appropriate, students will be signposted to particular sections or chapters within texts, however, such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' independent research skills. Students will be actively encouraged and expected to engage with peer reviewed journal articles.

Indicative Reading

Beauchamp, M. R, and Eys, M. A. (2007). Group dynamics in exercise and sport psychology: contemporary themes. New York: Routledge.

Hagger, M. and Chatzisarantis, N. (2005). The Social Psychology of Exercise and Sport. Berkshire: Open University Press.

Horn, T. (2008) Advances in Sport Psychology (3rd ed.). Champaign, IL: Human Kinetics.

Papaioannou, A. & Hackfort, D. (2014). Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts. New York: Routledge.

Roberts, G. & Treasure, D. (2012). Advances in motivation in sport and exercise (3rd ed). Champaign, IL: Human Kinetics

Journals:

International Journal of Sport Psychology

Journal of Sport & Exercise Psychology

Journal of Personality & Social Psychology

Psychology of Sport & Exercise

Sport, Exercise, and Performance Psychology

Journal of Sport Psychology in Action

Sport & Exercise Psychology Review



MODULE DATA SET

Module Title: Qualitative Research Methods

Module Code: SPU511

Module Summary:

This module builds on those key areas of research methods delivered at level four and in SPU501. It provides a body of knowledge and experiences that will act as a preparation for more advanced studies at level six. It offers the opportunity to acquire and practice the necessary skills to conduct independent qualitative research in any of the sub-disciplines involved in investigating areas of sports, exercise and coaching related topics.

Semester of Delivery: 2

CATS Value: 10

ECTS Value: 5

Scheduled: contact hours 22

Independent: 78

Placement: 0

Total Hours for module: 100

Module Leader: Adam Benkwitz

Mode of Delivery: Full-Time

Programmes for which this Module is Mandatory:

BA Physical Education & Sport

BA Sport Development with Coaching

BSc Sport & Exercise Science

BSc Sports Coaching & Performance

BSc Sports Coaching Science (Tournament Golf)

Programmes where this Module may be taken as an Option:

None

Normally Available to Exchange Students: Yes

Pre-Requirements: Normally students will have completed Level 4 modules, SPU401 Study Skills and SPU409 Introduction to Research, or an agreed equivalent.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>
Teachers' Standards (2011) - <https://www.gov.uk/government/publications/teachers-standards>
The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (October 2014) - <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- To design a robust research study within sport and/or exercise setting.
- Apply understanding of the application of a range of qualitative data collection methods used in sport and exercise disciplines.
- To apply understanding of a range of qualitative data analysis methods in a practical manner within a sport and exercise population.
- Develop an understanding of interpreting and drawing conclusions from the results of analyses in sport and exercise disciplines from a practical study.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Conduct a qualitative study taking on board all aspects of research design.
- Collect qualitative data using appropriate methods.
- Identify and interpret a range of appropriate themes from qualitative data.
- Develop and communicate conclusions from the results of qualitative analyses.

Assessment:

Component 1: 100% Poster Presentation (600 words, plus 7 minute poster defence)

KIS Category: Practical

Reading Strategy:

At Level 5 students are now expected to become more independent as learners. Where appropriate, students will be signposted to particular sections or chapters within qualitative research methods texts, however, this will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' independent research skills. Students will be actively encouraged and expected to engage with peer reviewed journal articles based on qualitative empirical studies.

The list below is for example only and students must check the Moodle pages and advice given by the Module Leader:

Jones, I. (2014) *Research methods for sports studies*. 3rd edn. London: Routledge.

Jones, I., Holloway, I., and Brown, L. (2013) *Qualitative research in sport and physical activity*. London: SAGE.

Neil, R., Hanton, S., Fleming, S. and Wilson, K. (eds.) (2014) *The research process in sport, exercise and health: case studies of active researchers*. London: Routledge.

Silverman, D. (2013) *Doing qualitative research*. 4th edn. London: SAGE.



MODULE DATA SET

Module Title: Physical Education Pedagogy

Module Code: SPU520

Module Summary:

This module is designed to give students greater insight into the teaching and learning of physical education and school sport. This module explores the aims and objectives of physical education and school sport and the issues and current challenges faced by subject of physical and by teachers of physical education and school sport. The module will explore a range of concepts and theoretical principles underpinning practice, and provide opportunities to relate the knowledge gained to the practical implications of teaching physical education. Students will participate in practical sessions which will provide peer / team teaching opportunities.

Semester of Delivery: Semester 1

CATS Value: 20

ECTS Value: 10

Scheduled: 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Dr Lorayne Woodfield

Mode of Delivery: Full-time

Programmes for which this Module is Mandatory:

BA Physical Education and Sport

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students: Yes

Pre-Requirements: Normally students should have taken SPU405 Pedagogy of Physical Education and Coaching or an agreed equivalent.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>
Teachers' Standards (2011) - <https://www.gov.uk/government/publications/teachers-standards>
The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (October 2014) - <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Develop an in-depth appreciation of the role of physical education in the curriculum and the important contribution made by school sport
- Develop in-depth understanding of the various pedagogical and professional considerations for effective teaching and learning in physical education.
- Develop understanding of some current issues in physical education and show some appreciation of what the future may hold for physical education

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Demonstrate a practical and theoretical awareness of the aims of physical education and school sport and of issues relating to physical education pedagogy.
- Describe, synthesise, interpret, and analyse relevant information in order to evaluate the effectiveness of teaching upon children's and young people's learning in physical education and school sport.

Assessment:

Component 1: 50% Presentation (7 min individual presentation plus 3 min questions) – the role of physical education in schools

KIS Category: Practical

Component 2: 50% Curriculum design report (equivalent to 2000 words) - design, produce and justify an inclusive PE curriculum for adoption by a school

KIS Category: Coursework

Reading Strategy:

Students will be provided with the details of some course readers to support their general knowledge and understanding of the aims and purposes of physical education, supplemented by specialist books or journal articles for particular topics relating to pedagogy and current issues in physical education. Furthermore, students will be expected to engage with relevant government documents relating to the National Curriculum in England (including the Physical Education Programme of Study), Teachers' Standards guidance, safeguarding and inclusion. This will be communicated through a bibliography presented on the module Moodle course and tied to individual module topics

Students will be expected to undertake their own literature searches using library databases to source appropriate journal articles, reports and books. Students should also complement this reading through engagement with the media (i.e., news coverage and press publications) for developments in the world of (physical) education. Students will have been introduced to literature searching and will have had the opportunities to develop these skills through level 4 study (specifically, module content in SPU401). At the start of the module, students will be made aware of library workshops to further support their literature searching skills.

Indicative Reading

Department for Education (2011) *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. Crown copyright.

Kirk, D., Macdonald, D. and O'Sullivan, M. (2013) *The handbook of physical education*. London: Sage.

Lawrence, J. (2017) *Teaching primary physical education (2nd Edition)*. London: Sage.



MODULE DATA SET

Module Title: Planning and Assessing in Physical Education

Module Code: SPU521

Module Summary:

This module provides students with the opportunity to apply the knowledge and understanding gained in Semester 1 (SPU520 Physical Education Pedagogy) to the practical implications of planning, teaching and assessing physical education. The module encourages the development of critical self-reflection skills through the students' evaluation of their practice. Students will be required to plan, deliver and assess physical education teaching and learning episodes. Furthermore, alongside timetabled and directed activities, students will be required to organise and undertake time in educational settings (self-arranged but can be linked to the PLU502 placement).

Semester of Delivery: Semester 2

CATS Value: 20

ECTS Value: 10

Scheduled: 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Elizabeth Plummer

Mode of Delivery: Full-time

Programmes for which this Module is Mandatory:

BA Sport and Physical Education

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students: Yes

Pre-Requirements: Normally students should have completed SPU405 Pedagogy of Physical Education and Coaching or an agreed equivalent.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>
Teachers' Standards (2011) - <https://www.gov.uk/government/publications/teachers-standards>
The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (October 2014) - <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Develop skills in planning, managing and assessing learning in physical education, using appropriate teaching methods whilst demonstrating high levels of relevant teaching skills.
- Develop confidence in the application of skills developed to settings-based practice, and to include regard for safety, risk assessment and ethical considerations.
- Develop the skills of self-evaluation and reflection in order to adapt to the needs of learners.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Self-evaluate their teaching effectiveness in relation to a selection of current Teachers' Standards (applied to physical education and / or school sport).
- Demonstrate that they can effectively plan, design, manage and deliver effective practical activities with continuous regard for safety, risk assessment and ethical considerations.

Assessment:

Component 1: 100% Portfolio (equivalent to 4000 words) – a series of planned, assessed and reflectively evaluated lessons to show progress in teaching physical education and assessment of physical education.

KIS Category: Practical

Reading Strategy:

Students will be provided with the details of some course readers to support their general knowledge and understanding of teaching and assessment of physical education, supplemented by specialist books or journal articles for particular topics relating to the practice of physical education teaching and its assessment. Furthermore, students will be expected to engage with relevant government documents relating to the National Curriculum in England (including the Physical Education Programme of Study), Teachers' Standards guidance, safeguarding and inclusion. This will be communicated through a bibliography presented on the module Moodle course and tied to individual module topics

Students will be expected to undertake their own literature searches using library databases to source appropriate journal articles, reports and books. Students should also complement this reading through engagement with the media (i.e., news coverage and press publications) for developments in the world of (physical) education. Students will have been introduced to literature searching and will have had the opportunities to develop these skills through level 4 study (specifically, module content in SPU401) and Semester 1 level 5 study. At the start of the module, students will be made aware of library workshops to further support their literature searching skills.

Indicative Reading

Association for Physical Education (2016) *Safe practice in physical education, school sport and physical activity*.

Department for Education (2011) *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. Crown copyright.

Kirk, D., Macdonald, D. and O'Sullivan, M. (2013) *The handbook of physical education*. London: Sage.



MODULE DATA SET

Module Title: Dissertation

Module Code: SPU601

Module Summary:

This module builds on prior learning and offers students the opportunity for further development of their skills, knowledge and understanding through conducting an independent research project. The project is regarded as an important exercise for developing students' abilities to formulate appropriate research design and procedures, to collect and present in an appropriate and meaningful way, to conduct a critical analysis of relevant literature, and to demonstrate their understanding and application of theoretical principles. The research focus must be specific to their chosen degree.

Semester of Delivery: Year long

CATS Value: 40

ECTS Value: 20

Scheduled: 17

Independent: 183

Placement: 0

Total Hours for module: 200

Module Leader: Dr Lorayne Woodfield

Mode of Delivery: Full-time

Programmes for which this Module is Mandatory:

Programmes where this Module may be taken as an Option:

BA (Honours) Single Honours Physical Education and Sport

BSc (Honours) Single Honours Sport Coaching Science (Tournament Golf)

BSc (Honours) Single Honours Sport and Exercise Science

BA (Honours) Single Honours Sport Development with Coaching

BSc (Honours) Single Honours Sport Coaching and Performance

Normally Available to Exchange Students: No

Pre-Requirements: Will normally have completed relevant research methods modules at levels four and five, or agreed equivalent.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) -

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxI8dU>

Module Curriculum Led Outcomes:

This module aims to:

- Provide the student with an opportunity for personal development in applying prior theoretical and practical learning to a selected topic demonstrating her/his ability to carry out a sustained piece of independent work
- Encourage individual thought, initiative, time management, good skills of written communication and in-depth understanding of a particular exercise, physical activity, physical education or sport related issue

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Undertake a substantial piece of independent research relevant to the degree programme.
- Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted
- Research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems
- Produce a sustained independent study, which includes: critical evaluation of literature and study design, application of appropriate methodology, and analysis gained from the research.

Assessment:

Component 1: 20% Oral (inc PowerPoint/Prezi slides) or Poster Presentation (600 words, 5 minute presentation, 5 minute defence)

KIS Category: Practical

Component 2: 80% Dissertation (10,000 words)

KIS Category: Coursework

Reading Strategy:

For the dissertation module, students will work with their supervising tutor to identify key literature to underpin their research. Students will then be encouraged to undertake independent literature searches (using appropriate electronic databases) specifically journal articles related to the focus of their research. Students will be provided with an advanced search strategy workshop (delivered by the subject area's Academic Service Librarian) as part of the module contact hours.

Essential and recommended research methods texts will be reviewed annually and updated by the module leader, with any changes being notified to the subject area's Academic Service Librarian. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will normally be posted onto the VLE by the tutor.

Indicative Reading

Bryman, A. (2016) *Social research methods*. 5th edn. Oxford: Oxford University Press.

Field, A. (2018) *Discovering statistics using IBM SPSS statistics*. 5th edn. London: SAGE.

Neil, R., Hanton, S., Fleming, S. and Wilson, K. (eds.) (2014) *The research process in sport, exercise and health: case studies of active researchers*. London: Routledge.

Silverman, D. (2013) *Doing qualitative research: a practical handbook*. 4th edn. London: SAGE.

Thomas, J. R., Nelson, J. K. and Silverman, S. J. (2015) *Research methods in physical activity*. 7th edn. Champaign: Human Kinetics.



MODULE DATA SET

Module Title: Sport, Culture and Social Issues

Module Code: SPU603

Module Summary:

This module will encourage students' to deepen their understanding of social and cultural theory through a critical engagement with a variety of contemporary social phenomena and their relationship to sport at a local, national and/ or international level. The module will also encourage students to consider how their own academic and/ or vocational interests (e.g. social justice, environmental concerns, internationalisation etc.) might be enhanced by the application of a sociological lens.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Scheduled: Contact hours 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Dr Stefan Lawrence

Mode of Delivery: Full time

Programmes for which this Module is Mandatory:

BA (Honours) Single Honours Sport Development with Coaching

Programmes where this Module may be taken as an Option:

BA (Honours) Single Honours Physical Education and Sport

Normally Available to Exchange Students: Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) -

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>

Teachers' Standards (2011) - <https://www.gov.uk/government/publications/teachers-standards>

The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (October 2014) -

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Enhance students' knowledge of sociological concepts, contemporary social and cultural phenomena and their relevance for the study of sport.
- Deepen students' appreciation of sociology as a tool for mapping the social and cultural context in which their academic or vocational interests exist.
- Encourage independent thought and formulation of own presentation title.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Enhance conceptual understanding of the major contemporary forces affecting the sports industry and society more broadly.
- Critically explore and present own academic or vocational interests, in innovative ways, within a sociological framework of students own choosing.
- Relate sociological perspectives, theories and/ or concepts to future professions.

Assessment:

Component 1: 70% Group presentation (15 minutes)

KIS Category: Coursework

Component 2: 30% Individual Annotated Bibliography (1000 words)

KIS Category: Written

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader; any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) will be posted onto the Moodle site by the tutor. Students, where appropriate, will be signposted to particular sections or chapters within texts, however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills.

At level 6, students are expected as a minimum requirement to be reading within sport specific development, management and policy literature AND engaging with some literature in mainstream sociology and cultural studies. Further, to this students will be actively encouraged to engage with journal articles in, for example, Leisure Studies, International Review for the Sociology of Sport and Sociology of Sport journals.

Indicative Reading

Coakley, J. and Dunning, E. (eds.) (2002) *Handbook of Sports Studies*. London: Sage

Coakley, J. and Pike, E. (2009) *Sport in Society: Issues and Controversies*. London: McGraw – Hill

Karen, D. and Washington, R. (2015) *Sociological perspectives on sport: The games outside the games*. London: Routledge.



MODULE DATA SET

Module Title: Events Management for Sport Development

Module Code: SPU613

Module Summary:

This module will require students – as a group - to conceive, plan, implement and evaluate a sports event. Responding to the needs of the sports, charity and/ or community sector, students will oversee all aspects of the sport event management process, allowing them to develop the practical, work-based competencies required for graduate level positions in the sports industry. The structure, function and operation of sports events in the United Kingdom will be critically analysed, enabling students to respond to the current UK sport development and policy context in innovative and enterprising ways. The module will include students being guided through the completion of relevant risk assessment and health and safety protocols for their events.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Contact Hours:

Scheduled: Contact hours 24
Independent: 176
Placement: 0
Total Hours for module: 200

Module Leader: Dr Stefan Lawrence

Mode of Delivery: Full time

Programmes for which this Module is Mandatory:

BA (Honours) Single Honours Sport Development with Coaching
BA (Honours) Single Honours Physical Education and Sport

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students: Yes

Pre-Requirements: Normally would have taken SPU508 Sports, Development and Policy or an agreed equivalent.

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.aspx>

Module Curriculum Led Outcomes:

This module aims:

- To develop an understanding of the roles and importance of events in addressing sports policy directives.
- To develop a critical understanding of how academic theory relates and informs sport event management and development.
- To illustrate the importance of the planning processes in the development of a successful event.
- To develop an understanding of the manager's role in the planning and delivery of a successful event.
- To provide opportunities to develop event management skills and own links to the sports industry.
- To work through relevant risk assessment and health and safety protocols.

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Conceive, plan, organise, implement and evaluate a sport event.
- Demonstrate a critical understanding of the social, cultural and/ or political value of sports events in the world of leisure and sport.
- Demonstrate a theoretical and practical understanding of the stages of the event management process.
- Understand the importance of the manager's role and critically reflect on their own performance as event managers.
- Be able to undertake appropriate consultation and critically assess the needs of participants.

Assessment:

Groups will consist of between 5-7 persons.

Component 1: 20% Group Event Proposal (3000 word)

KIS Category: Written

Component 2: 50% Team Event (minimum 2 hours)

KIS Category: Practical

Component 3: 30% Reflective Group Presentation (15 mins group presentation + 5 minutes for questions)

KIS Category: Presentation

Reading Strategy:

Essential and recommended texts will be annually reviewed and updated by the module leader, any changes in text will be notified to the subject area's library liaison officer. Module reading lists for students, together with any additional reading requirements (hard copy or electronic) that relate to event management will be posted onto the Moodle site by the tutor. Students, where appropriate, will be signposted to particular sections or chapters within texts, however such action will be carefully considered to ensure such practice does not prove detrimental to the aspiration of enhancing students' research skills.

At level 6, students are expected as a minimum requirement to be reading within the sociology of sport AND engaging with some literature in mainstream development, management and policy studies. Further, to this students will be actively encouraged to engage with journal articles in, for example, Leisure Studies, Journal of Sport Management and Managing Sport and Leisure.

Indicative Reading

Goldblatt JJ (1997) *Best Practices in Modern Event Management* John Wiley and Sons, Inc.

Graham S, Goldblatt JJ and Delpy L (1995) *The Ultimate Guide to Sport Event Management and Marketing* Irwin.

Masterman, G., (2014). *Strategic sports event management*. London: Routledge.

Smith, A., (2006). *Managing sport facilities and major events* (p. 23). Abingdon: Routledge.

Rutherford Silvers J (2003) *Professional Event Co-ordination* Wiley
Watt DC (1998) *Event Management in Leisure and Tourism* Addison Wesley Longman



MODULE DATA SET

Module Title: Developing Young People & Athletes through Sport

Module Code: SPU615

Module Summary:

This module takes a holistic, inter-disciplinary approach to understanding how young people and athletes can be developed in and through sport and Physical Education. Incorporating concepts from sport pedagogy, psychology and talent development literatures, students will be encouraged to understand youth and athletic development from holistic point of view, and across the participation-performance spectrum.

Semester of Delivery: 1

CATS Value: 20

ECTS Value: 10

Scheduled: contact hours 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Alex Powell

Mode of Delivery: Full Time

Programmes for which this Module is Mandatory:

BA Sport Development with Coaching

BA Physical Education and Sport

BSc Sport Coaching and Performance

Programmes where this Module may be taken as an Option:

Normally Available to Exchange Students:

Yes

Pre-Requirements:

None

Relevant Benchmarks/National Occupational Standards:

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism (2016)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-and-Tourism-consultation-16.pdf>

Module Curriculum Led Outcomes:

This module aims to:

- Develop a critical understanding of holistic youth and athlete development in sport
- Enable students to promote a range of development outcomes when working in sport
- Understand the role that sports coaches and teachers in developing young people and athletes in and through sport

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Demonstrate an holistic, detailed knowledge and understanding of youth and athletic development in sport
- Critically appraise models of development within sport
- Identify, interpret and evaluate major issues in youth development in sport

Assessment:

Component 1: 100% Essay (3500 words)

KIS Category: Coursework

Reading Strategy:

Students will be provided with the details of some course reading to support their general knowledge and understanding of the aims and purposes of coaching pedagogy and practice, supplemented by specialist books or journal articles for particular topics relating to pedagogy, skill acquisition and athlete talent development. At Level 6 students will be expected to undertake their own literature searches using library databases to source appropriate journal articles, reports and books. Furthermore, students will be expected to engage with wider multi-disciplinary literature from sports science, psychology and strength and conditioning. Students will be actively encouraged and expected to engage with peer reviewed journal articles from; Coaching Edge, Physical education and sport pedagogy, Sports coach UK membership and Journal of strength and conditioning research.

Indicative Reading:

Holt, N. (ed.) (2016). *Positive Youth Development through Sport (2nd ed)*. New York: Routledge/Taylor & Francis Group.

Baker, J., Cobley, S. & Schorer, J. (eds.) (2011). *Talent Identification and Development in Sport*. New York: Routledge/Taylor & Francis Group.

Harvey, S. & Light, R. (eds.) (2012). *Ethics in Youth Sport*. New York: Routledge/Taylor & Francis Group.

Whitehead, J., Telfer, H. & Lambert, J. (eds.) (2013). *Values in Youth Sport and Physical Education*. New York: Routledge/Taylor & Francis Group.



MODULE DATA SET

Module Title: Physical Activity for Health

Module Code: SPU616

Module Summary:

This module explores physical activity as a health-related behaviour across the lifespan, starting with children. It considers classic studies and recent research evidence to critically investigate the associations between physical (in)activity, other health-related behaviours, and fitness and health. The module will look at physical activity behaviour from a range of perspectives, including the social and built environment and public health perspectives. The module will specifically consider health-related concerns such as the global rise in obesity and non-communicable diseases (including Type II Diabetes Mellitus). The module also aims to further develop understanding and competencies in the measurement of physical activity and body composition. Relevant risk assessment and health and safety protocols will be adhered to within the human performance laboratory.

Semester of Delivery: Semester 2

CATS Value: 20

ECTS Value: 10

Scheduled: 24

Independent: 176

Placement: 0

Total Hours for module: 200

Module Leader: Dr Lorayne Woodfield

Mode of Delivery: Full-time

Programmes for which this Module is Mandatory: BA Physical Education and Sport

Programmes where this Module may be taken as an Option: None

Normally Available to Exchange Students: Yes

Pre-Requirements: Normally students should have completed SPU406 Human Movement 2, or an agreed equivalent.

Relevant Benchmarks/National Occupational Standards: QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3131#.WniKxLxl8dU>

Module Curriculum Led Outcomes:

This module aims to:

- Develop in-depth knowledge of concepts, principles, theories and research findings on physical activity and health
- Develop in-depth understanding of factors associated with people's physical activity behaviour and the relationships between behaviour and health
- Further develop skills in and understanding of the measurement of physical activity and body composition

Learning Opportunities:

Students will, by the end of the module, have the opportunity to:

- Critically describe in detail the various correlates of physical activity, and the concepts and principles underlying physical activity for health
- Interpret and analyse epidemiological and experimental research
- Critically evaluate the efficacy of physical activity for health across the lifespan
- Critically evaluate the moral, ethical and safety issues which directly pertain to physical activity and health-related study.

Assessment:

Component 1: 50% Presentation (7 min individual plus 3 minutes questions)

KIS Category: Practical

Component 2: 50% Seen/open book exam (2 hr – short answers and essay)

KIS Category: Exam

Reading Strategy:

Students will be provided with the details of chapters in specialist books or journal articles as key readings for the various topics relating to physical activity. This will be communicated through a bibliography presented on the module Moodle course and tied to individual module topics

As a level 6 module, students will be expected to undertake their own literature searches using library databases to source appropriate journal articles, reports and books. Students should also complement this reading through engagement with the media (i.e., news coverage and press publications) for developments in the world of health-related behaviours. Students will have been introduced to literature searching and will have had the opportunities to develop these skills throughout level 4 and level 5 study. At the start of the module, students will be made aware of library workshops to further support their literature searching skills.

Indicative reading

Department of Health and Social Care (2011) *UK physical activity guidelines*. Available from:

<https://www.gov.uk/government/publications/uk-physical-activity-guidelines>

Bouchard, C., Blair, S.N. and Haskell, W.L. (2012) *Physical activity and Health (2nd edition)*. Leeds: Human Kinetics.

Dishman, R.K., Heath, G.W. and Lee, I-M. (2012) *Physical activity epidemiology (2nd edition)*. Leeds: Human Kinetics.