



# BSc (Hons) Sport Coaching - i2i International Soccer Academy: Year 1 Modules

## SP4000 Academic and Professional Skills (Core, 20 Credits)

### What will I learn on this module?

The aim of the Academic and Professional Skills module is to develop your knowledge, understanding and application of academic, personal and professional skills relevant to university graduates which will help you to successfully complete your degree programme. Both formal and informal techniques will be used to assess your development in key areas such as written communication, critical analysis and self-reflection. You will develop a range of general transferable skills useful for other modules throughout your programme, including knowing how to find appropriate literature to support your ideas and how to develop balanced arguments. The information you will learn will be linked to topics of interest to those working in the areas of sport, exercise and rehabilitation, giving you insight into these fields as potential career paths in addition to more general employability skills such as communication, digital fluency and time management.

### How will I learn on this module?

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP Blackboard Ultra Module site. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content. Throughout the module you will add to your portfolio of work which you will submit for your assessment.

As a core module shared across undergraduate sport and physiotherapy programmes, it offers you the opportunity to work with and learn from peers from other disciplines. Some elements of the taught content, and the direction of the assessment task, will be specific to your core discipline to ensure that you develop the most appropriate and relevant skills and knowledge.

There will be a fieldwork element in this module which can be cohort or discipline specific. These may be in the form of off-site or on-site activities to encourage student interaction, promote staff-student engagement, develop skills (e.g., in lab, community, sport or clinical settings). Throughout the module you will engage in a variety of activities including academic skills, practical skills, organisation and management skills which will culminate in the production of a portfolio which will be structured in a way to help students understand how their academic studies will contribute to their professional development. The portfolio will provide opportunity for the students to develop subject-specific knowledge of contemporary issues within their chosen discipline, improve academic writing skills (literature search and referencing), identify roles and skills applicable to their chosen profession, and engage in self-reflection of their strengths and weaknesses in relation to their academic and professional development.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP module site. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding (KU):

1. To understand academic skills which will be used throughout your degree programme, including writing, communication, and referencing styles
2. To understand how to describe the key points of literature relating to sport, exercise and rehabilitation topics

Intellectual / Professional skills & abilities (IPSA):

3. To review your own strengths and areas for development through self-reflection

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. To develop effective study habits, e.g. organisation and time management skills and the ability to engage in independent learning

### **How will I be assessed?**

Portfolio (Individual submission, 100%)

You will produce a 2,000-word portfolio which demonstrates your skills developed on the module. There will be a focus on academic writing and communication skills, including literature searching, critical analysis, and referencing and paraphrasing (Learning outcomes: KU1, KU2); and on self-reflection on your personal development, in relation to study skills such as organisation and time management, and professional skills (Learning outcomes: IPSA3, PVA4).

Formative Feedback

Across the semester you will complete activities during your taught sessions and independent learning time which will develop your academic and personal knowledge and skills. These will include topics based around academic writing, teamwork and professional development planning. You will receive both tutor and peer feedback on the tasks, supporting your development in these areas.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

None

### **Co-requisite(s)**

None

### **Module abstract**

The Academic and Professional Skills module will help you make the transition to university study and develop the skills you need to succeed within your chosen discipline. You will get to know other students and staff in our friendly, relaxed introductory sessions designed to help you settle into Northumbria and learn what to expect from your time on your degree programme. By studying this module, you will develop not just your academic skills such as critical writing, but your personal and professional skills including effective communication and self-reflection, which are relevant to a vast range of graduate careers. Throughout the module you will produce a portfolio demonstrating the skills you have acquired, and completing this assessment and receiving feedback on your work will help you in modules across your whole programme. With module content being linked to important topics in sport, exercise and rehabilitation, we will guide you in considering potential career paths in these different areas of sport.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

One of the main aims of this module is to introduce you to the appropriate use of evidence in your academic assignments and in future careers. Through research-tutored learning and teaching, you will be guided in searching for and selecting relevant evidence to include in your work, including how to assess the credibility of sources and how to paraphrase and reference other peoples contributions to the field. You will learn how to evaluate information and to compare and contrast the methods and findings of appropriate sources, with the ability to discuss alternative interpretations of evidence being a key quality amongst graduates. Thinking critically about evidence is an important aspect of professional and academic careers in which decisions are made and problems are solved by consulting the literature and considering the balance of results.

## **SP4003 Introduction to Research (Core, 20 Credits)**

### **What will I learn on this module?**

This module will introduce you to research in relation to sport, exercise and rehabilitation. The module will guide you through the research process involved in generating new information via scientific methods. The module will provide both a theoretical and practical introduction to basic experimental approaches, data analysis techniques and report writing, and demonstrate the usefulness and limitations of research-generated information.

### **How will I learn on this module?**

You will learn about the research process (e.g., developing a research question and ethical considerations) and be introduced to the scientific method such as the basic concepts of planning, collecting, organising, and analysing data and report-writing in sport, exercise and rehabilitation. Learning materials will be delivered via interactive lectures, hands-on workshops, directed tasks and independent study. You will learn the basics about managing, analysing and interpreting data in practical-computer-lab workshops comprising the

quantitative method of enquiry. You will also be introduced to basic methods of working with data from interviews and focus groups comprising the qualitative method of enquiry.

As a core module shared across undergraduate sport programmes, it offers you the opportunity to work with and learn from peers from other disciplines. Some elements of the taught content, and the direction of the assessment task, will be specific to your core discipline to ensure that you develop the most appropriate and relevant skills and knowledge.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP module site. Material to support your learning (such as lecture slides and directed tasks) will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The practical-sessions will provide you with the opportunity to engage with the module tutors to problem-solve the tasks. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module (i.e., during the practical workshops), and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
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### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Describe the systematic process of the scientific method and its application to quantitative and qualitative problems
2. Demonstrate a basic understanding of experimental design
3. Demonstrate a theoretical understanding of basic statistical techniques

Intellectual / Professional skills & abilities:

4. Independently identify different types of research problems relevant to sport, exercise and rehabilitation and conduct and interpret basic analysis of related data

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

Demonstrate a basic understanding of ethical principles as they relate to research conducted on human participants

### **How will I be assessed?**

Formative assessment will take place during the practical workshops throughout the semester.

Formal (summative) assessment will comprise an end-of-module examination. The exam comprises MCQ and short answer sections (MLOs 1-5).

The exam will assess:

- \* A basic understanding of the scientific method
- \* An appreciation of experimental design at a basic level
- \* The ability to calculate basic statistics
- \* Ability to independently identify different types of research problem
- \* Application of computer-based statistical analysis
- \* An awareness of ethical considerations in research
- \* Ability to summarise data in a written format

You will receive written feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

None

### **Co-requisite(s)**

None

### **Module abstract**

Have you ever wondered how we might find out what the optimal training load is to improve an athletes performance, how exercise may

improve mental health outcomes, or how athletes value the relationship with their coaches? This module will introduce you to the research process involved in answering unknown questions in relation to sport, exercise and rehabilitation. You will be introduced to and guided through the research process involved in generating new information via scientific methods. The module will provide both a theoretical and practical introduction to basic experimental approaches and data analysis techniques and demonstrate the usefulness and limitations of research-generated information.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Lectures emphasise a research-orientated approach, where you will learn about the process by which knowledge is gained and how scientists design experiments to answer different questions. Workshops involve research/enquiry-based learning where you will actively engage in managing and analysing data and producing answers to real-world questions in relation to sport, exercise and rehabilitation.

## **SP4006 Introduction to Sports Coaching (Core, 20 Credits)**

### **What will I learn on this module?**

This module aims to help students develop an understanding of the fundamental knowledge and skills of effective coaching. The module will examine coaching practice in relation to current theories and models associated with effective coaching. You will be given an opportunity to gain practical coaching experience and observe coaches in action within this module.

### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. This module will be delivered using a combination of lectures, seminar sessions, workshops and practical sessions. Direct and independent study will be strongly encouraged through the provision of reading lists, workshop tasks, preparation of coaching sessions and observations of coaches in action. The aim of the practical sessions will be for you to develop key effective practice skills and coaching skills by consolidating key theoretical and applied principles taught to practice contexts. At this level you will be required to coach your peers during practical sessions, leading to a mix between group peer and self-led external coaching at level 5. Taught content involves high involvement from both academic staff and students. Material introduced in the lecture practical, seminar and practical sessions will assist you in the completion of the assessment tasks. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the Blackboard module site. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class.

The module leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. All staff members of the module team will be available for individual pre-booked meetings. Additional support will include feedback from tutors during small-group seminars. In addition, the module leader will respond to questions via the modules discussion board (found on the eLP for this module) so that the whole group can benefit

There is also further academic skills support available from the University Library services.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
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<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Describe and apply relevant theories and concepts to provide a rationale for their session design.

Intellectual / Professional skills & abilities:

2. Plan and deliver an effective coaching session that meets the needs of the participants in an inclusive and safe environment.
3. Reflect on their own coaching practice using relevant theories and concepts to, identify areas of development.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Recognise ethical, moral and safety issues related to their coaching practice

## How will I be assessed?

### Summative Assessment:

#### Component 1: Practical Coaching assessment (75%) (LO 2,4)

Students will be required to deliver a coaching session to their peers, in a sport of their choice (20minutes). Each student will need to produce a 60-minute coaching session plan and risk assessment for their session.

Students must submit their coaching session plan via Turnitin in advance of their practical assessment date/time.

#### Component 2: Coaching viva (25%) (LO 1,3)

Each student will be required to individually answer a series of questions regarding the rationale for their session design and to reflect on their progress as a coach and the development of their coaching practice. The viva will last approximately 7-10minutes).

### Formative Assessment:

This will include a variety of practical coaching of group based peers as well as opportunities to engage in case studies, in class workshop tasks relating to the development of key practice and coaching skills and in-class group presentations.

Students will receive both tutor and peer feedback on the tasks supporting the student/s in their completion of the formative assessments.

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### Pre-requisite(s)

N/A

### Co-requisite(s)

N/A

### Module abstract

An introduction to sports coaching aims to provide students with an understanding of the fundamental knowledge and skills of effective sport coaching and their relevance within the coaching process. To do this the module will explore relevant theories and concepts related to effective coaching practice and encourage students to reflect on how the theoretical developments within sport coaching can support their practice. The module will also examine the skills and knowledge required to plan and deliver an effective coaching session, drawing on a range of coaching behaviours and key practice skills. The assessment within this module will provide students with the opportunity to engage in a reflective process, particularly within the practical sessions to encourage students to consider and identify development areas within their coaching practice. Through engaging in the module students can gain an appreciation of the requirement for graduates entering into the sport coaching field and start to develop their skills in relation to employers needs within the sector.

### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

Research-rich learning is an important aspect of our teaching, and with our departments strongly developing research profile, this could be something that contributes to distinguishing us from other institutes. In addition, teaching students how to critically evaluate literature or how to solve a problem following a structured approach and logical thinking is a clear link to employability: in many professional situations, difficult decisions need to be made and a good decision should involve the best available research evidence, own professional experience, and client values.

This module emphasises the importance of sports coaching research to develop your understanding of key fundamental effective coaching principles and coaching practice.

Your learning on this module can be identified as:

**Research Tutored:** You will be guided by module staff to engage in critical discussion of a variety of theoretical models and research related outputs relating to effective coaching and key effective coaching skills. This is with the purpose of being able to understand how to apply those models and research outputs within a practical situation

**Research Led:** Within lectures and seminars you will be guided by current research relating to the main concepts of effective coaching and effective coaching skills in order to demonstrate an appreciation of theoretical evidence to support your coaching practice.

**Research Oriented:** This module is also research orientated in that your learning will involve you gaining an understanding of the methods of enquiry into effective coaching practice.

## SP4007 Long Term Athlete Development and Child Development (Core, 20 Credits)

### What will I learn on this module?

You will have the opportunity to learn and develop your knowledge of the different models, principles and processes of Long Term

Athlete Development (LTAD). The module addresses the key principles of growth and maturation in children and allows you to examine normal physical and motor development of children and to identify where developmental patterns are not as expected.

You will develop an insight into some of the injuries and medical issues of concern to the coach when working with young athletes and how to minimise the risks and put in place preventative measures. On completion of the module you should be able to demonstrate knowledge of Multi Skills acquisition covering the areas of FUNdamentals, A, B, Cs and the correct techniques of developing these skills.

### **How will I learn on this module?**

You will be supported in your learning by engaging in lectures, seminars, laboratory and coaching practicals, workshops and independent learning. In your practical sessions, you will be taught by experienced tutors and will engage in hands-on coaching from the start. You will also have the comprehensive use of the university Electronic Learning Platform (eLP) and the novel use of IT interactive delivery systems, for both the delivery of lectures and interactive workshops, and for the assessment of your work.

Taught content will be a combination of tutor and student led activities with an emphasis on you reflecting on and discussing your own coaching practice and the relevant topic areas around growth, maturation and long term athlete development. You will have the opportunity to debate key issues related to your own and others coaching practice and acquire knowledge, skills and experience in a practical context.

In addition, you will be able to take advantage of the University Library's Skills Plus programme as you develop your skills as a first year student. Specific tutor support and access to facilities (e.g., Sport Central, IT Suites and the Performance Analysis Labs) will be provided to enable you to develop your coaching practice and analytical skills. You will also have access to a Discussion Board (via the eLP) where support from peers and module staff can be accessed in relation to the module's content and assessments. In your practical sessions, you will be taught by experienced tutors and will engage in hands-on coaching from the start.

### **How will I be supported academically on this module?**

You will be supported through directed learning tasks, electronic and interactive content via the eLP, lectures, an electronic reading list and 1-1 support from an academic tutor. You will be expected to be proactive in identifying and raising issues for discussion with the module leader and your guidance tutor in particular. These should be prompted by your reading, planning, practice and review related to the module's content.

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Describe and compare stages within the Long Term Athlete Development models.
2. Evaluate the principles of growth, maturation and motor control in children / young athletes in the pathway and how they impact upon the child and participation in sporting activities.
3. Discuss injuries, medical issues and ethical issues of concern to the coach when working with the growing child.

Intellectual / Professional skills & abilities:

4. Demonstrate a knowledge and practical application of multi skills acquisition and the ability to plan and deliver a multi skills coaching session

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Discuss ethical issues of concern to the coach when working with the growing child.

### **How will I be assessed?**

Component 1: Practical (75%)

Practical Coaching session where students will plan, and deliver a 10 minute multi skills session. (LO 1, 4, &5)  
Component 2: Coaching viva (25%) (LO 2 &3)

Each student will be required to individually answer a series of questions regarding the rationale for their session design and to reflect on LTAD principles. The viva will last approximately 7-10minutes).

2. Formative assessment will be provided to students on an individual and group basis throughout practical workshops, seminars and tutorials giving the opportunity for the student to self-reflect on progress. Students will have an opportunity to practice practical skills. They will gain formative assessment from peers and tutors throughout their multi-skills coaching practice.

Students will gain tutor feedback from the summative assessment via the front cover sheet and written feedback on the performance in the practical coaching (coaching session plan, practical assessment criteria sheet, self-evaluation).

#### **Pre-requisite(s)**

None

#### **Co-requisite(s)**

None

#### **Module abstract**

The Module aims to provide students with an opportunity to develop their knowledge of the different models, principles and processes on Long Term Athlete Development (LTAD). On completion of the module students will demonstrate a knowledge of Multi Skills acquisition (in line with UK Coaching expectations covering the areas of FUNdamentals, A, B, Cs and the correct techniques of developing these skills.

In addition to this you will have the opportunity to gain knowledge and understanding in the key principles of growth and maturation in children. It will allow you the opportunity to examine normal physical and motor development of children and to identify where developmental patterns are not as expected. You will develop an insight into some of the injuries and medical issues of concern to the coach when working with young athletes and how to minimise the risks and put in place preventative measures.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Teaching and Learning in this module is structured around, emphasises and is based upon research so that your understanding of coaching practice, long term athlete development and growth and maturational issues is clearly linked to evidence and your learning benefits from your directed inquiry into issues affecting the coaching of growing children.

Teaching and learning approaches include a research-led element as staff draw upon their personal research interests and experience to help you discover the latest insights. There will also be a research tutored element as staff encourage you to analyse academic articles, discuss the current state of knowledge and identify key issues to be addressed.

You will also have the opportunity to engage in research orientated real life case studies of young athletes from which you can discuss and draw your own conclusions and make recommendations for effective coaching practice.

## **SP4008 Introduction to Coaching Science (Core, 20 Credits)**

#### **What will I learn on this module?**

The module is designed to introduce students to the role of science in the understanding of sports performance and how the scientific principles can be applied to the sports coaching process. Students will study the four main disciplines of physiology, psychology, biomechanics and nutrition in order to appreciate the role that science has on current practices in sport. Students will develop an understanding of the fundamental concepts within the four main disciplines. The application of these concepts to sport will be outlined to illustrate the interdisciplinary nature of the sports coaching process.

#### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, using a combination of lectures, seminars and practical workshops. You will be able to access additional materials on the eLP. The aim of the seminar sessions will be to consolidate learning and extend understanding of the lecture information through tasks, group interaction and discussion. The practical sessions will be used to develop students understanding of sports science in practice. Both seminar and practical sessions will enable students to link theory to coaching practice. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

#### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. Practical sessions will aid with the application of theory, with seminars further cementing the knowledge and understanding of both lecture and practical content. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There is also further academic skills support available from the University Library services.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Students will identify and explain basic biomechanical, physiological, psychological and nutritional structures and function

Intellectual / Professional skills & abilities:

2. Students will apply selected principles of biomechanics, physiology, psychology and nutrition to a range of sporting contexts

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

3. Students will demonstrate the application of the scientific theory to the coaching process at both participation and performance level.

### **How will I be assessed?**

Case study (2500 words - 100%): Students will be required to consider the role that physiological, psychological, nutritional and biomechanical factors play in optimising sports performance and coaching practice. (MLO 1,2 &3)

Formative Assessment - Formative feedback will be provided on an on-going basis during practical sessions and seminars. Students will have the opportunity during seminars to research, evaluate and discuss the key areas of the module. Directed tasks will require students to engage in the module content to demonstrate their understanding of the application of this information. Support and feedback will be provided by module staff and peers.

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The nature of sport coaching is changing and current coaches are required to possess a holistic understanding all elements which impact on performance. Students will study the four main disciplines of physiology, psychology, biomechanics and nutrition in order to appreciate the role that science has on current practices in sport. It is imperative that students are developing evidence-based practices and this module provides students with the knowledge to create a rationale for their coaching methods. Students will develop an understanding of the fundamental concepts within the four main disciplines, whilst the application of these concepts to sport will be outlined to illustrate the interdisciplinary nature of the sports coaching process.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research/enquiry Based: Within every practical students will be independently collecting data under the supervision of the module staff. Students will gain experience of the process involved in collecting and recording data from participants and analyse results accordingly within the seminars.

Research Tutored: Students will be guided by tutors to engage with a variety of academic literature to compare and contrast the data they have collected within practicals to provide a context to normative data provided within peer-review journal articles. Discussion within small groups will enable students to engage further with the literature providing opportunities for a deeper level of understanding.

Research Led: Content delivered within formal, taught lessons and during practical sessions will be guided by traditional and current research relating to the main concepts of coaching science literature.



# SP4009 Social Issues and Sport Consumers (Core, 20 Credits)

## What will I learn on this module?

This module is centred on two important and interrelated areas. First, we examine the modern make-up of sport across all levels and track key changes in sport organisations occurring due to changes in the way that we live and work in modern society. For example, we will investigate issues including (but not limited to) commercialisation and globalisation, modern consumption practices, celebrity and stardom, neoliberalism and corruption. Second, we will explore the benefits and drawbacks, winners and losers, accepters and resisters to these social movements manifest in sport. To do this, we look at myriad definitions of the sport consumer and sport stakeholders. We will examine who benefits from sports current organisation and what are some of the costs (e.g. social, human, economic) of such practices.

## How will I learn on this module?

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. In weekly sessions with tutors and in students own learning time, students will be provided with real-world case studies and problems seeking resolution as per the themes of each week. Students are encouraged to develop their own understanding and learning with the support of materials offered and staff will actively encourage students to lead discussions in seminars in their small working groups.

## How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There is also further academic skills support available from the University Library services.

## What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
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## What will I be expected to achieve?

Knowledge & Understanding:

1. Describe how sport is affected by wider social, political, economic and historic forces

Intellectual / Professional skills & abilities:

2. Be able to access, reference and understand current research in appropriate academic fields

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

3. Develop a problem-based approach to understanding sport in the real world

4. Be able to see and describe ethical and moral issues in sport

## How will I be assessed?

Summative: A digital infographic targeted (1500 words) toward sport organisations, using an appropriate software package (MLOs 1, 2, 3 and 4)

Formative assessment will take place regularly throughout the module. Directed weekly tasks will help students build up their skills of analysis and presentation of appropriate material and formative feedback will be provided by the module tutor and class peers on students thoughts and analysis. The learning environment will encourage students to constantly challenge their and others ideas through real-world case-studies. Students are also encouraged to meet on an individual and/or group basis to receive formative feedback from the module tutor.

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

**Pre-requisite(s)**

N/A

**Co-requisite(s)**

N/A

**Module abstract**

This module is centred on two important and interrelated areas. First, we examine the modern make-up of sport across all levels and track key changes in sport organisations occurring due to changes in the way that we live and work in modern society. For example, we will investigate issues including (but not limited to) commercialisation and globalisation, modern consumption practices, celebrity and stardom, neoliberalism and corruption. Second, we will explore the benefits and drawbacks, winners and losers, accepters and resisters to these social movements manifest in sport. To do this, we look at myriad definitions of the sport consumer and sport stakeholders. We will examine who benefits from sports current organisation and what are some of the costs (e.g. social, human, economic) of such practices.

**^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research-rich learning is an important aspect of our teaching, and with our departments strongly developing research profile, this could be something that contributes to distinguishing us from other institutes. In addition, teaching students how to critically evaluate literature or how to solve a problem following a structured approach and logical thinking is a clear link to employability: in many professional situations, difficult decisions need to be made and a good decision should involve the best available research evidence, own professional experience, and client values. To be optimally prepared for a scientific as well as a professional career, students need to learn to engage in the collection, analysis, and interpretation of relevant data and be able to generate evidence based solutions and responses to particular professional issues, challenges and dilemmas.

Taught content is research-tutored in that your learning is facilitated by drawing upon current research to help you to gain a wide variety of knowledge and allow you to create and develop your own perspectives, thus demonstrating the importance of critique, logical thinking and assessment of the quality of knowledge available to us. Learning and teaching are also research-led in that weekly content is structured around contemporary research relevant to your programme of study. Your tutors will expose you to their own research and indicate to you how this (and other research) can have an impact on the world and help you to develop professional and transferable skills for multiple employment opportunities in sport and beyond.

## JG5001 Academic Language Skills for Sport Exercise and Rehabilitation (Core – for International and EU students only, 0 Credits)

**What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

The topics you will cover on the module include:

- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.
- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

**What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

The topics you will cover on the module include:

- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.
- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

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- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **How will I learn on this module?**

This module is taught by interactive seminars and use of practical group activities in the sessions.

The material delivered in practical workshops is designed to enhance your capabilities as an independent learner. This will involve significant self-directed learning and will test your ability to interact with others during group sessions. The sessions will be tailored to address some of the specific issues that you meet within your chosen discipline. When working in groups the nature of the activity will vary from group to group depending upon your specific programme of study. For example, you will develop your critical analysis and critical writing skills by analysing the work of other academics according to the requirements of your programme/module assignments. In addition to the core topics listed, your learning will be supported by your own selfreflection of your skills and academic areas of interest and you will be asked to share these in specific sessions.

Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

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This module is taught by interactive seminars and use of practical group activities in the sessions.

The material delivered in practical workshops is designed to enhance your capabilities as an independent learner. This will involve significant self-directed learning and will test your ability to interact with others during group sessions. The sessions will be tailored to address some of the specific issues that you meet within your chosen discipline. When working in groups the nature of the activity will vary from group to group depending upon your specific programme of study. For example, you will develop your critical analysis and critical writing skills by analysing the work of other academics according to the requirements of your programme/module assignments. In addition to the core topics listed, your learning will be supported by your own selfreflection of your skills and academic areas of interest and you will be asked to share these in specific sessions.

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Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

#### **How will I be supported academically on this module?**

All teaching materials for the module are made available on the module electronic learning portal (eLP) site. You will be provided with a teaching and learning plan that outlines the formal sessions, along with the tutor-directed study tasks and independent reading associated with each session. You will be asked to use both email and eLP to share ideas and feedback.

Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

#### **How will I be supported academically on this module?**

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Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

#### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
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# BSc (Hons) Sport Coaching - i2i International Soccer Academy: Year 2 Modules

## SP5026 Research Design and Analysis (Core, 20 Credits)

### What will I learn on this module?

In this module, you will learn how to apply the systematic-scientific method to address problems of relevance to your discipline. The module will guide you through designing, conducting, analysing and presenting your own research findings and prepare you for carrying out an independent research project. The module will provide both a theoretical and practical perspective on the research process, with a focus towards understanding the usefulness and limitations of research-generated information.

### How will I learn on this module?

The module will facilitate your learning through a variety of formats including interactive lectures and practical-problem based workshops. You will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. In the problem driven approach, you will learn how to carry out appropriate (quantitative and qualitative) analysis and interpretation of data from different types of research designs related to your chosen discipline. You will be introduced to and discuss common errors in research design, their impact on conclusions and how to control confounds common to different types of design. You will gain experience in designing a research study, collecting data and analysing, interpreting and writing up the data in a written report. This module will prepare you with the skills and knowledge required to complete your final year project at level six.

As a core module shared across undergraduate sport and physiotherapy programmes, it offers you the opportunity to work with and learn from peers from other disciplines. Some elements of the taught content, and the direction of the assessment task, will be specific to your core discipline to ensure that you develop the most appropriate and relevant skills and knowledge.

### How will I be supported academically on this module?

Support materials for sessions will be available to you on the eLP; including the lecture slides and workshop materials, suggested reading, access to journal articles and online materials, and other useful resources such as a discussion board. For further support on taught sessions, you can access the tutors for one-to-one discussions and tutorials via the online tutorial booking system. You will be supported by staff during the practical data collection, analysis and interpretation workshops.

Formative preparation for the assessment will be given via a lecture by a module tutor, discussion during weekly sessions and end-of-module troubleshooting workshops.

Written feedback will be provided for summative assessment. A generic feedback session will take place for assessment(s), and generic feedback from previous years will also be made available on the eLP.

There is also comprehensive help available in the university library on a wide range of generic academic topics such as: academic writing, statistics, report writing and referencing. You can also book both on and off campus study skills sessions.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding:

1. Select and apply appropriate analysis techniques for a given research question and data set, and interpret the relevant outcomes of analysis;
2. Understand research design issues and theoretical aspects of data analysis techniques.

Intellectual / Professional skills & abilities:

3. Collect, analyse and communicate your results;

4. Understand how research has relevance to your specific programme discipline and how it may be applied to decision making processes for your profession (e.g. justification of clinical decision making).

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Demonstrate critical and questioning thinking about different research paradigms and techniques and display high professional and ethical standards when working within a research setting.

#### **How will I be assessed?**

You will be required to complete an individually-written research report that comprises an evidence-based rationale, methods, results and discussion. This is designed to assess your ability to conceive and design a research study underpinned by theoretical knowledge of research design and data analysis techniques, and to present and discuss the findings according to scientific conventions (100%, MLOs 1, 2, 3, 4, &5 will be assessed, 2000 words).

Formative feedback will take place during the practical workshops throughout the semester.

#### **Summative Feedback**

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### **Pre-requisite(s)**

N/A

#### **Co-requisite(s)**

N/A

#### **Module abstract**

Studying at university enables you to learn new information, but how is new information generated? In this module, you will learn the primary means of producing and communicating new information. The focus of the module is to explore the research process in relation to sport, exercise and rehabilitation. You will be guided through the research process involving designing, conducting, analysing and presenting your own research findings. This module will prepare you for carrying out an independent research project in your chosen discipline. The module will provide both a theoretical and practical perspective on the process of generating new information, with a focus towards understanding the usefulness and limitations of research-generated information within the context of sport, exercise and rehabilitation.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

The ethos of this module evolves from research orientated to research/enquiry based whereby you will gain the skills required to conduct research relevant to your chosen discipline via research tutored learning. Sessions will include lectures, demonstrations and practical workshops. During the module you will be actively involved in discussions around current research and practice. You will be encouraged by staff to adopt a critical and enquiry-based approach to evidence and practice, and to debate current issues in research and practice (research orientated). Over the course of the enquiry based practical sessions, you will work independently and as a part of a team to explore a given research question, which will require searching and reviewing literature as well as critically evaluating the evidence in a scientific manner. There will be a strong emphasis on accuracy of data collection, analysis and interpretation of results. You will evaluate the reliability and validity of testing and measurement techniques and assess which data analysis techniques are most appropriate for your research question. Throughout the module you will be made aware of the ethical and professional considerations and sensitivity required when working with research participants within your chosen discipline.

## **SP5027 Sport Performance Assessment (Core, 20 Credits)**

#### **What will I learn on this module?**

The module will cover the main principles that underlie many of the current practices of performance assessment within physiology, psychology and biomechanics. This may include aerobic and anaerobic assessment, muscle activity and force, and psychological factors affecting performance such as goals, strategies and philosophies of psychological assessment. The underlying principles associated with various assessment procedures, such as reliability, validity and specificity/appropriateness of assessment method will be analysed and discussed along with relevant discipline specific underpinning knowledge. Students will be provided with an opportunity to develop knowledge of how these principles can be applied within sporting contexts. By the end of the module, successful students will know the process of assessing the strengths and weaknesses of athletes in relation to their sport, whilst understanding the most relevant battery of assessments to utilise via a multidisciplinary approach.

#### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, incorporating a combination of lectures, seminars and practical/lab-based sessions. You will also be able to access materials on the eLP. The module will focus on the holistic nature of sport, acknowledging the multidisciplinary requirements of working within groups to assess performance. Therefore, opportunities to work in smaller groups with discipline specific members of staff (physiology, psychology and biomechanics) who will facilitate context driven discussion and learning will be available. You will also be set independent tasks, informed by key literature, to complete outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Support materials for sessions will be available to you on the eLP; including the lectures, suggested reading, access to interactive digital resources and websites, and other useful resources such as discussion boards and invitations to attend lectures by guest speakers. For further support on taught sessions you can access tutors for on-to-one discussions and tutorials via the online tutorial booking system. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will give you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Evaluate the physiological, psychological and biomechanical demands of sport using a multidisciplinary approach;
2. Evaluate and select appropriate sport performance assessment procedures for a given sporting context, taking into consideration aspects such as reliability, validity, and appropriateness for the working environment.

Intellectual / Professional skills & abilities:

3. Using a multidisciplinary approach; analyse and interpret data from a range of sport performance assessments.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Evaluate the importance and implications of multidisciplinary sport performance assessment.

### **How will I be assessed?**

Summative Assessment Group Presentation with individual viva questions relating to a specific aspect of the multidisciplinary approach (100%: equating to 50% individual mark and 50% group mark - 25 mins with additional time for questions). Students will use a multidisciplinary approach to provide an evidence-based rationale for the use of each assessment technique in the context of the selected sporting domain. Students should show that they have knowledge of how to conduct and analyse the results of the assessment in order to compare to research informed normative values to accurately identify the strengths and weaknesses of the athlete (MLOs KU 1,2; IPSA 3, PVA 4).

Formative Feedback

Formative feedback will be provided on an on-going basis during practical sessions and seminars. Students will have the opportunity during seminars to research, evaluate and discuss the key areas of the module. Directed tasks will require students to engage in the module content to demonstrate their understanding of the application of this information. Support and feedback will be provided by module staff and peers.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The Sport Performance Assessment module is designed to provide students with the knowledge and understanding to work as an evidence-based sports practitioner in an applied setting. The nature of sport is changing and current practitioners are required to possess a holistic understanding of all elements, which impact performance. Students should be aware of the underpinning science, utilising a multidisciplinary approach to assess athletic performance, adopting an evidence-based application to this approach. The module covers the main principles that underlie many of the current practices of sport performance assessment within physiology, psychology and biomechanics. The underlying principles associated with various assessment procedures will be analysed and discussed. Using state-of-the-art facilities students will develop their skills of assessing athletes in a range of multidisciplinary methods, working in groups to present their knowledge and understanding.

## **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research/enquiry Based: Within practical sessions students will have the opportunity to independently collecting data under the supervision of the module staff. Students will gain experience of the process involved in collecting and recording data from participants and analyse results accordingly within the seminars.

Research Tutored: Students will be guided by tutors to engage with a variety of academic literature to compare and contrast the data they have collected within practicals to provide a context to normative data provided within peer-review journal articles. Furthermore, students will critique the assessment methods using key literature to evaluate its appropriateness within the context of different sports and environments. Discussion within small groups will enable students to engage further with the literature providing opportunities for a deeper level of understanding.

Research Led: Content delivered within formal, taught lessons and during practical sessions will be guided by traditional and current research relating to the main concepts of sport science literature. This application of theory to real-life settings will be discussed.

## **SP5029 SER Professional Development and Practice (Core, 20 Credits)**

### **What will I learn on this module?**

The main focus of the module is work, or career, specific learning. It encourages you to develop independence and to take responsibility for your own career-relevant skill development. This process is supplemented by the inclusion of generic lectures, workshops, associated directed learning tasks and individual tutorial support. The generic lectures will provide you with the knowledge necessary to allow you to capitalise upon this Continuing Professional Development (CPD) opportunity. Workshops and directed tasks will allow for the development of essential self-reflection skills.

Generic lecture and workshop topics include:

Self-reflection and SMART analysis and Key Skills exercises to establish your development needs as a Practitioner in Sport and Exercise.

Creating a CPD contract and CPD Portfolio

Identifying appropriate CPD opportunities to enhance your degree related expertise and aspirations

Once you have written your SMART / Key Skills analysis and CPD contract you will then be able to identify a number of potential CPD opportunities in the form of short courses, workshops, and coaching awards. Many of the skills and abilities you will learn will be of value to your life-long learning aspirations.

Potential CPD Opportunities may include:

Volunteering / working in a sport and exercise environment

Working in a PE context

Shadowing a professional in the workplace

Writing business plans

Writing grant applications

Attendance at conferences, workshops, courses.

Regular contact is maintained between you and your supervisor in order to ensure that you are supported throughout the module.

### **How will I learn on this module?**

This module is essentially work-based and requires you to engage in CPD activities and learning experiences to enhance your employability. The module will be delivered initially via a series of introductory lectures explaining the purpose of CPD, the process, and the assessment. You will be assigned a CPD supervisor at the start of the module to support you in setting your personal SMART objectives and Key Skills analysis and CPD contract that will be summatively assessed. The learning strategies of taught sessions, and the writing of the CPD contract aim to develop your conceptual knowledge of relevant sport and exercise industries, and to identify the range of skills and competencies needed to be effective in your own career. You will then choose suitable CPD opportunities, experiences, courses, workshops, etc. to address your identified employability needs. The final assessment task is the production of a CPD portfolio and self-reflection.

As a core module shared across undergraduate sport programmes, it offers you the opportunity to work with and learn from peers from other disciplines. Some elements of the taught content, and the direction of the assessment task, will be specific to your core discipline to ensure that you develop the most appropriate and relevant skills and knowledge.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP module site. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.



### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Undertake self-reflection and appraisal of your career aspirations and needs and evaluate your performance against the National Occupational Standards;
2. Undertake an evidence based audit of the success of your learning experience related to your SMART Objectives and Key Skill analysis of your employability needs;

Intellectual / Professional skills & abilities:

3. Apply the skills of an independent learner to your academic study and continued professional development with academic support;

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Behave in a manner consistent with professional and ethical standards;
5. Engage in a questioning and critical approach to learning.

### **How will I be assessed?**

The summative assessment for this module comprises a:

1. Professional development plan (2000 words) worth 30% of the module total assessment. (LOs 1, 5)

and

2. Portfolio (2500 words) worth 70% including evidence of professional development activity. (LOs 2, 3, 4, 5)

The summative assessments will require you to engage in critical reflection, self-evaluation, and action planning related to your personal development goals. There will be a stipulation that a proportion of the development activities are through an element of work based learning, but this can be tailored by the individual student.

Formative feedback and support:

A system of individual tutorial support is implemented in order to guide you through the process of choosing and accessing relevant development opportunities, and in undertaking your self-reflection. Additional formative assessment will also be available on the individual courses and workshops.

Directed tasks whilst on the module will ensure that you continuously reflect upon your performance as a sport related practitioner and that you set appropriate targets. Feedback will be given in a group session and you can access personal tutorials to support subsequent assessments.

Regular contact is maintained between you and your supervisor throughout the module in order to ensure that you are supported in the CPD experience.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The main focus of the module is work based learning, which encourages you to develop independence and to take responsibility for your own skill development in an appropriate series of skill and experience enhancement opportunities of your choice. This process is supplemented by the inclusion of generic lectures, workshops, associated directed learning tasks and individual tutorial support. The generic lectures will provide the foundation knowledge necessary to allow you to capitalise upon the CPD opportunities. Workshops and directed tasks will allow for the development of essential skills through self-reflection and formative assessment tasks. A system of individual tutorial support is implemented in order to guide you through the CPD process. Regular contact is maintained between yourself and your supervisor in order to ensure that you are supported throughout the module.

**^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Teaching and learning approaches include a research-led element as staff draw upon their personal research interests and experience to help you discover the latest insights. There will also be a research tutored element as staff encourage you to analyse academic articles, discuss the current state of knowledge and identify key issues to be addressed.

You will also have the opportunity to engage in research orientated real life case studies of contextual working environments from which you can discuss and draw your own conclusions and make recommendations for effective professional development and practice.

## SP5039 Coaching Skills and Practice (Core, 20 Credits)

### What will I learn on this module?

This practically oriented module will focus upon the application of research informed approaches to coaching that promote conditions for optimal learning and motivation across different sport coaching contexts. Coaching Skills and Practice builds upon the knowledge, skills and applied experiences gained at Level 4 to develop a research rich understanding of key pedagogical principles (e.g., coaching behaviours, practice design) that can be applied to create progressive, engaging and transferable outcomes in different sport coaching contexts. This module aims to introduce the concepts of how to create motivational climates (e.g., self-determination theory) that meet group/individual needs to positively influence engagement, motivation and well-being in sport. In addition, this module will develop an understanding of applied skill acquisition research that can be used to create conditions for optimal learning, and transfer of skill to different applied sport coaching contexts (e.g., high performance, participation, special populations).

### How will I learn on this module?

Taught content will be delivered through a combination of lectures, seminar activities, practical workshops, demonstrations, supervised practice and self-directed activities. Learning will be supported through access to a variety of teaching materials available on the eLP. Taught content will be both staff and student led, with an emphasis placed on students ability to practically apply theoretical and evidence-based approaches to coaching. Practical sessions will provide opportunity to apply theory to practice and receive peer/tutor feedback to develop practical coaching capabilities. Associated seminar sessions will be used to discuss the application of coaching theory to practice. Students are strongly encouraged to engage in independent study through the provision of reading lists and topics to be covered in preparation for all taught sessions There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP.

Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding:

You will demonstrate an ability to understand and analyse sport coach created motivational climates and related theories;

You will demonstrate an ability to understand and analyse extant motor skill acquisition theoretical models

Intellectual / Professional skills & abilities:

You will develop skills on how to apply key theories of motivation and skill acquisition to create a series of progressive, inclusive and transferable coaching sessions which promote prolonged engagement and skill development in sport.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

You will recognise how a sport coach's behaviours and practice can influence and explain changes in an athletes movement coordination and behaviours.

## How will I be assessed?

### 1. Summative Assessment:

#### Component 1:

Practical coaching session (70%). Practical coaching session will be based on theories of motor skill acquisition in combination with the coach-created motivational climate. The practical coaching sessions will be 15 mins. (MLOs, KU 1,2, IPSA 3).

#### Component 2:

Viva (30%). Each student will be required to answer a series of questions relating to their practical delivery regarding the underpinning theory and practical application. The viva will be 5 mins. (MLOs KU 1,2, PVA 4).

2. Formative Assessment: includes practical coaching of a variety of participants and groups, critical analysis (research-tutored and research-based) of appropriate case studies and in-class individual and group presentations. Students will receive both tutor and peer feedback on the tasks supporting the student/s in their completion of the formative assessments.

#### Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### Pre-requisite(s)

N/A

#### Co-requisite(s)

N/A

#### Module abstract

Coaching Skills and Practice is a practically oriented module that aims to equip students with the knowledge and understanding of coach-created motivational climates that can positively influence athletes behaviours, engagement, and well-being in sport. This module will also develop awareness of how a coach can apply motor skill acquisition research to create optimal learning conditions to meet the needs of different client groups. Due to the practical nature of this module, emphasis will be placed upon student-led learning that is supported by instruction, demonstration and feedback from our expert team of applied academic staff. When delivering practical sessions, particular emphasis will be placed upon the application of motivation and skill acquisition theory to different coaching contexts (e.g., high performance, physical education, special populations). By the end of this module, you should be able to demonstrate how a coach can create a suitable environment which promotes engagement and skill development in sport.

#### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

This research rich module will focus upon the application of extant motivation and skill acquisition research to equip students with the capability to produce evidence-based/theoretically informed practical coaching sessions. Students will be challenged to apply a wide range of theoretical, experimental and empirical research to a variety of sport coaching contexts. This will ensure that our sport coaching graduates are at the forefront of current pedagogical practice and are equipped with the practical capabilities necessary for employment within industry (e.g., PE teaching, applied sport coaching positions etc.). An appraisal of the relative strengths and challenges associated with the practical implementation of research will be included in the assessment through the viva. Throughout the module, students will be faced with the challenge of implementing research informed findings to fit the individual needs of the different client groups. A collaborative approach to teaching and assessment will be embedded within the module, with academic and peer-led feedback included throughout. Students will also be given some autonomy over their choice of coaching context for their practice assessment. This opportunity to be co-creators of their learning will help produce a contextually rich, innovative, self-determined and engaging mode of assessment.

## SP5030 Extreme Physiology (Optional, 20 Credits)

### What will I learn on this module?

On this module you will study the limitations to physiological function within the framework of extreme environments and fatiguing exercise. Specifically, you will study the responses and adaptations to exercise at extreme altitude and temperature, and how the human body manages the threat to homeostasis by studying the physiology of fatigue. With support from staff and peers you will design, conduct and report an original research study to answer a question on the aetiology of fatigue during exercise in an extreme environment. Through engaging with the research process, you will learn what is required of a scientist conducting research.

### How will I learn on this module?

Your taught lectures will provide a theoretical framework and knowledge of the environments under study. During practical sessions you will conduct a series of experiments to study the physiological responses to exercise in extreme environments. As the module

progresses you will transition toward an increasingly independent researcher, capable of designing and conducting experiments, and able to oversee experiments and ensure the reliable collection of data in various exercise models. During team-taught workshops you will work with the data you collect during practicals to answer questions relating to the limitations to exercise performance during extreme environments, and learn how to appropriately analyse, summarise and communicate data to an academic audience. Specifically, your numeracy and IT analytical skills will be enhanced.

### **How will I be supported academically on this module?**

An introductory lecture will put the module into context with the rest of your degree programme, explain how your study will progress on the module and describe how, through engagement in the module, you will begin to learn and acquire the skills of a research scientist in a sport and exercise context. The module is structured in a manner that prepares you for the assessment by engaging with the research process throughout, with a gradual withdrawal of tutor input and an increasing expectation of independent practise and study. During workshops you will work with data and practise writing sections of lab reports, and receive peer and tutor formative feedback on your work. In the second half of the module you will work through the entire research process; conception of an idea and design of a study; recruitment of participants and collection of data during timetabled practicals; analysis, interpretation and reporting of data for your final assignment. Throughout this process your tutors will act as research assistants and mentors; you will work as part of a small practical group, where your ability to manage relations will be enhanced. You will be expected to independently analyse, interpret and report the data collected during laboratory sessions for your final lab report, with peer and tutor support available via an online discussion board. The eLP will be used to host teaching material, recorded lectures and video tutorials that demonstrate techniques to present and analyse data.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Understand and apply the physiological factors that challenge exercise capability in different environmental conditions;
2. Engage with the research process to design, conduct, interpret and report on an original experiment in environmental physiology.

Intellectual / Professional skills & abilities:

3. Design and conduct an original research project;
4. Independently communicate the results of an original research study in a format suitable for an academic audience.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Engage in a questioning and critical approach to learning in the context of the research process.

### **How will I be assessed?**

The module assessment requires you to design, conduct and report an experiment that assesses the effect of an environmental challenge on the physiological response to exercise. The report of the experiment (100%) will be submitted as a manuscript to a sport science journal, and will include a cover letter (500 words) and manuscript (2000 words). This process mirrors that which is required of a research scientist.

You will design and conduct the experiment in small groups to collect your own data during timetabled laboratory sessions, and then subsequently analyse these data and write your report individually.

This assessment addresses all of the module learning outcomes (KU 1,2; IPSA 3,4; PVA 5).

Formative Feedback

Throughout the module you will engage with all elements of the research process. Peer and tutor feedback will be provided during team taught workshops, where you will practise analysing, interpreting and reporting data from your experiments. This experience will prepare you to effectively design, conduct and report on your own study for your assessments.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

## Module abstract

On this module you will study the limitations to performance in environmental extremes of cold, heat and altitude. Working in our state of the art environmental chamber, you will design, conduct and report an original experiment to answer a novel question in sport and exercise science. Through the module you will transition toward becoming an increasingly independent research scientist, capable of working through all aspects of the research process. This module will be of particular interest to students wishing to carry out an experimental dissertation project in their final year.

## ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

The module is research-based; you will engage in the research process throughout the module to answer an original question in the area of fatigue and environmental physiology. The module staff team are experts in the research area under study, with a number of peer-reviewed manuscripts published in the areas of fatigue, environmental physiology and the regulation of exercise.

## SP5031 Introduction to Performance Analysis (Optional, 20 Credits)

### What will I learn on this module?

You will learn about the background to performance analysis in sport. The history of the development of technology and methods of collecting performance analysis data will be covered. Where the discipline fits into the other sport science fields will be explained and how the data can be used for multiple audiences will be shown. The important relationship between the performance analyst and coach will be highlighted and examples used from a range of sports to cement this understanding will be used. Factors to remember when collecting, analysing and feeding back analysed information will be outlined and essential processes during the data analysis stage, such as; validity and reliability will be covered. You will learn what it is like to work in the applied performance analysis field with guest lectures from local performance analysts at professional clubs. You will be able to, by the end of the module, understand how to collect, analyse and present objective, reliable performance analysis data which the coach and players can use to infer about their performance and make improvements for future performances.

### How will I learn on this module?

You will learn the theory and background understanding to the concepts of performance analysis in the lecture environment which will be tutor-led with small group tasks during some weeks. This knowledge will then be put into an applied situation in the practical laboratory sessions where you will take a lead role in performing the analysis of a range of sporting performances. Individually or in pairs you will work through set tasks to show understanding and to apply the theory to practice. You will also learn by group discussions at the end of each laboratory practical session where students will share their reflections on the processes that they have used during the session. This sharing of understanding and knowledge will benefit you in terms of your communication skills but will also enhance your listening and reflection abilities.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There is also further academic skills support available from the University Library services.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding:

1. Demonstrate an understanding of the principles of performance analysis and understand how this information should be communicated to result in a performance enhancement;
2. Collect video data, analyse the video to produce statistical information, interpret and feedback the findings in a manner which is objective, consistent and reliable.

Intellectual / Professional skills & abilities:

3. Prepare a written report based on novel data.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. To collect and analysis data using morally and ethical behaviour;
5. Implement a curious and questioning approach to your own data analysis.

### **How will I be assessed?**

You will be required in small groups to collate and analyse match footage which is then written and presented in an individual written report (100%, MLOs KU 1,2; IPSA 3; PVA 4,5). The individual written report requires creativity and a questioning approach to the data findings to interpret the results and present the data in a novel manner. The report will be designed to cover 10 A4 pages (mix of graphics and words; 1000 words as a guide).

#### **Formative Feedback**

Formative feedback on your use of relevant analysis tools will be provided during practical workshops.

#### **Summative Feedback**

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The module will provide a comprehensive understanding of the theories and concepts behind performance analysis and will enable you to have a hands on approach to learning in the state of the art performance analysis suite in the sport central laboratories. This module will cover different analysis methods, feedback considerations when working with the coach and athletes, and validity and reliability issues. Each week there will be taught sessions and practicals which will enable theory to be put into practice. The assessment will be student led and encourage team and individual work. Key employability skills will be developed from the use of technology, which is emphasised throughout the module.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

The module will involve an element of all of the research rich learning pillars in some format. The formal lecture sessions will provide Research Led learning with the module staff delivering the theories and concepts behind the topics each week. The individual written report will involve students comparing their analysis findings with published data, and critically comparing the results (Research Tutored learning). The group assessment and individual report is based around the students conducting their own performance analysis project which involves all elements of the research production process, and collecting, analysing and interpreting data to be fed back either verbally or in written format (Research Orientated learning). Here students will be working as part of a group where they will choose a sport to evaluate, and decide how they want to conduct their research for the group assessment presentation (Research Based learning).

## **SP5032 Applied Sport and Exercise Nutrition (Optional, 20 Credits)**

### **What will I learn on this module?**

This module will give you an insight into the vital role nutrition can play in optimising sport performance, whilst also recognising that those who exercise recreationally can also benefit highly from appropriate nutritional strategies. You will conduct practical nutrition sessions and learn about different dietary and energy requirements of athletes and exercising individuals, alongside gaining experience of appropriate nutritional and dietary assessment and analytical tools. Furthermore, you will learn about issues related to sport and exercise nutrition, such as nutritional demands on performance and exercise (pre-during and post nutritional requirements) and current dietary issues within sport and exercise populations.

### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning.

Practical laboratory sessions will provide you with the opportunity to see first-hand the impact differing nutritional strategies have on exercise performance and indeed the impact of exercise on nutritional status. Given the development of such real-world employability skills, this module will prepare you for modules in your third year. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. You will have the opportunity to apply the learning content into real-life context and applying theory into practice using practical and laboratory-based sessions, this will develop your skills going forward. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will

provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services. If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Be able to apply your theoretical underpinning knowledge of sport, exercise, and nutrition in real-world contexts.

Intellectual / Professional skills & abilities:

2. You will be able to provide evidence-based nutritional advice in relation to an individuals goals and preferences and the requirements of their specific sport or exercise regimen;  
3. Identify methods available to sport and exercise nutritionists for the assessment of body composition, energy intake and energy expenditure and successfully analyse, present, and interpret this information.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. You will be able to convey evidence-based sport or exercise nutritional recommendations to both an academic and lay audience;  
5. You will maintain high standards of ethics and professional practice when working with clients.

### **How will I be assessed?**

The assessment will be a written case study (2,500 words). The case study requires students to work with an exercising client or athlete and apply the learned content to a real-life situation.

This will be a one-point assessment worth 100%, which will address all the module learning outcomes (KU 1, IPSA 2,3; PVA 3,4).

Formative Feedback

Formative feedback will form a large part of students directed learning and will be given on a continuing basis providing them with all the information they would need to prepare for the assessment. Relevant activities will take place in taught sessions, which will enable students to gain feedback and reflect upon their knowledge and understanding. An additional session will be provided to support the summative assessment.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

This module is designed to give you an insight into the vital role nutrition can play in optimising sport performance, whilst also recognising that those who exercise recreationally can also benefit highly from appropriate nutritional strategies. Building upon your underpinning knowledge of human physiology and exercise physiology, you will start to apply this to the field of sport and exercise nutrition. You will learn about different dietary and energy requirements of athletes and exercising individuals. You will conduct practical sessions in Northumbrias state of the art, BASES accredited laboratories, an exciting and stimulating place to develop your practical skills and gain experience of appropriate nutritional and dietary assessment and analytical tools. These practical laboratory sessions will provide you with the opportunity to see first-hand the impact differing nutritional strategies have on exercise performance and indeed the impact of exercise on nutritional status. Furthermore, you will explore various nutritional strategies for sports and exercise domains.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

\* Research/enquiry Based: L&TBased on student-centred enquiry and research activities (conducting research).

The students will be able to put theory into practice by applying the learning and research content into real-world settings by conducting a case study on a client as well as recognise the importance of research translation within seminar group discussion and practical sessions.

\* Research Tutored: L&TEmphasises learning focused on students actively discussing research, and critically engaging with research outputs

Students will actively be engaged in research led learning. In taught sessions students will be exposed to key research which underpin the teaching content in lectures and seminars. The practical and seminars as well as the assessment (case study of a client) will allow students to recognise the important role research can play to inform decision making and solving important challenges in the field.

\* Research Led: T&L structured around subject content and that content is based on the research (learning about research)

This module allows students to explore nutritional strategies for various sports and exercise domains that will develop their critical thinking, problem solving and practical abilities by engaging with practicals, seminar-based/task discussions. The information will form a significant part of students directed reading tasks. Students will be supported by research active staff members who will share their knowledge and expertise.

\* Research Orientated: T&L emphasises understanding of the knowledge production process, and methods of enquiry in the subject (learning how to research)

The practical and seminars as well as the assessment (case study of a real client) will allow students to learn how to conduct research using appropriate methodology procedures, study designs and assessment tools to match the study objective/outcome measures.

## SP5033 Contemporary Issues in PE and School Sport (PESS) (Optional, 20 Credits)

### What will I learn on this module?

The module is designed to provide students with an insight into a range of contemporary UK education, and Physical Education (PE) specific policies, strategies and initiatives published by professional bodies and government departments. More broadly, students will critically discuss and analyse a range of contemporary strategies impacting on PE and School Sport (PESS). Particular attention will be directed to the statutory programmes of study and attainment targets for PE at Key Stages 1 to 4 enshrined in the new NCPE, and the impact that the PE and Sport Premium has had on the delivery of primary school PE. Students will develop awareness of the shifting role of the PE teacher and sports coach as well as other contemporary issues such as obesity, intensity training and inclusion.

### How will I learn on this module?

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content. The module will also include information led by the Programme Leader of the North-East School-Centred Initial PE Teacher Training and Post-Graduate Certificate in Education in PE, providing students with a unique insight into expectations and responsibilities of current PE teachers.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team <http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding:

1. Analyse the roles and responsibilities of a PE teacher and sports coach in PESS;
2. Critically discuss contemporary governments initiatives and policy on PESS;
3. Explain the requirements of assessing risk and the need for safe practice.

Intellectual / Professional skills & abilities:

4. Discuss the impact of contemporary issues when teaching PE in terms of strategy and content.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):



5. Demonstrate the ability to communicate ideas effectively.

### **How will I be assessed?**

#### Summative Assessment:

Seen Exam (2 hours); Section One of the exam will consist of essay style question/s that must be answered by all students. Section 2 will consist of a choice of seen questions requiring the collation of evidence of contemporary issues in PESS. Seminars and directed tasks will provide the foundation for the collation of evidence used to answer the seen essay question. [MLO 1, 2, 3, 4, 5] [100%]

#### Formative Assessment

Formative assessment will be provided to students on an individual and group basis throughout seminars and tutorials giving the opportunity for the student to discuss and build on the knowledge gained from the lectures. Students will work individually, in small and large groups on the written tasks, case studies and worksheets enabling them to develop their interpersonal and group skills by providing feedback on the tasks set.

#### Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Contemporary Issues in PESS aims to introduce some of the notable changes to PE in recent years, and examines how these changes have impacted on the delivery of PE in primary and secondary school contexts. These changes include the National Curriculum for Physical Education and the PE and Sport Premium to be used to enhance the quality of the delivery of PESS in primary schools. The module is an important pre-requisite for applying for teacher training in PE. Accordingly, the module will equip students with some of the key skills needed as a PE teacher, enhancing your employability skills.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research Tutored: You will be required to actively engage with both policy documentation/pronouncements in addition to contemporary PE-related research outputs. You will enquire, among other things, into assessment methods in PE, different methods of delivering PE in schools, and the changing role of coaches and/or PE teachers in PESS. By engaging with literature and policy documentation you will be able to consider critically how government policies have impacted on the provision of PESS (both positively and negatively) in primary and secondary school PE contexts. You will also actively discuss current PE research in seminars and in collaboration with peers.

Research Led: Teaching and learning in this module will be research informed. Specifically, lectures and seminars will draw on empirical data and evidence derived from current PE-related research related to the module aims.

## **SP5034 Principles of Strength and Conditioning (Optional, 20 Credits)**

### **What will I learn on this module?**

This module will introduce you to the discipline of strength and conditioning, and the requirements of a career as a strength & conditioning coach. You will learn about the role of a strength and conditioning coach and the development of the discipline and its place within the sport science support services in the UK. You will study the physiological and biomechanical underpinnings to a range of training modalities in strength & conditioning, and identify, analyse, and coach the key technical aspects of these modalities, with the ultimate aim of enhancing performance in sport.

### **How will I learn on this module?**

The module uses a mixture of online, classroom, and practical delivery to teach the key concepts under study. The module takes a flipped classroom approach to learning: each topic is prefaced by pre-session material, which may include a mix of online lectures, readings from peer-reviewed journals, books, podcasts, and blogs. Classroom sessions work to extend and consolidate this material, and practical sessions with accredited practitioners will apply this new knowledge and understanding to practical contexts in order to facilitate an understanding of the delivery of strength and conditioning activities. Post-session material will be provided to extend your learning and allow you to explore areas of interest in more depth.

### **How will I be supported academically on this module?**

An introductory lecture will put the module into context with the rest of your degree programme, explain how your study will progress on the module and describe how, through engagement in the module, you will begin to learn and acquire the skills required of a strength and conditioning coach. Ongoing formative feedback will be provided in practical sessions, which will be supported by provision of post-session online teaching material to reinforce what is taught in practical sessions.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Analyse and apply knowledge from physiology and biomechanics to the study of athletic training modes;
2. Apply knowledge to solve problems in strength and conditioning contexts

Intellectual / Professional skills & abilities:

3. Apply the skills of an independent learner to the study of strength and conditioning

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Communicate clearly and effectively to athletic and academic audiences in oral format;
5. Demonstrate an understanding of professional and ethical standards in strength and conditioning contexts

### **How will I be assessed?**

You will be assessed through means of a practical coaching session (30%; 15 minutes), and a written exam (70%; 2 hours) consisting of multi-choice and short answer questions. The practical session will require you to design and deliver an appropriate warm-up, coach a speed, agility or plyometrics drill, and verbally explain your rationale for exercise selection in response to questioning (15 mins). The written exam will consist of a range of multiple choice and short answer questions that will cover the range of content studied on the module (2 hours).

The practical assessment will address K&U2, IPA 3, PVA 4,5. The written exam will cover K&U1,2, IPA3 and PVA 5. This assessment strategy is designed to align with the requirements of UK Strength & Conditioning Association (UKSCA), and National Strength & Conditioning Association (NSCA) Accreditation.

Formative assessment:

Throughout the module you will engage with the scientific underpinning and technical instruction of the training modalities under study. Scheduled sessions will include peer and tutor reviewed practise attempts at tasks similar to what will be required in the summative assessment. Comprehension tasks consisting of MCQs and short answer essay style questions on the topics under study will be provided each week, followed by model answers for students to self-reflect on their work.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

On this module you will study the discipline of strength and conditioning, and the role of the strength and conditioning coach within the performance enhancement process in sport. You will study a range of training modalities, including resistance exercise, speed and agility, and plyometrics, with an emphasis on technical instruction and the application of physiological and biomechanical principles to understand the modality under study. The module will be of particular interest to students interested in learning more about a career in strength and conditioning.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

The module is predominantly research-tutored; you will engage with research to understand the science underpinning the training modes under study. The discipline of strength and conditioning blends evidence-based practise with practice-based evidence, and through study on the module you will start to develop a critical awareness of how research can be used in applied contexts, and the limitations of the existing evidence-base.

## **SP5035 Physical Activity & Health (Optional, 20 Credits)**

### **What will I learn on this module?**

This module provides you with an understanding of the factors that contribute to health status and health management, the role of physical activity in public health and how health promotion strategies are applied in practice. The module will give you an insight to the public health strategies and the social, cultural and economic impact on the management of health and well-being. In this module you will also learn about the role of physical activity in promoting health and well-being, including how individual, social, cultural and economic factors influence uptake and adherence of physical activity. The module will also give you insight into health promotion initiatives and the role of physical activity in health promotion. The module will draw upon expertise to provide you with up-to-date information on research both within the department and further afield.

### **How will I learn on this module?**

Sessions will be delivered in a variety of formats in order to utilise the potential of each learning platform. You will be able to access materials on the eLP. Sessions will be delivered to allow you to gain an insight to core content as well as discuss the basic conceptual framework for each topic. Staff will also facilitate more in-depth discussion of current research in the field, real world scenarios, and problem-based case studies to enable you to develop both your critical thinking and problem-solving skills. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content. You will be encouraged to engage in independent study, in particular the reading of current journal articles, in order to further your knowledge base and develop critical thinking.

### **How will I be supported academically on this module?**

The eLP will be used as a means of communicating the details of module information and assessment. The eLP will also be used to deliver material and tasks in advance and during sessions. An assessment session will be provided during the module to afford you the opportunity to ask assessment related questions. During the module, you will have the opportunity to receive formative feedback on your development. In addition, the module team will be available for tutorials to discuss any aspects of the module outside of the class time. You will also receive feedback on summative work to help you identify areas of strength and areas for development for any future of a similar nature. Further academic skills can be supported through the University Library services. If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

Critically understand health and wellbeing and their differences among individuals and communities.

Evaluate the role of physical activity in the management of health and well-being.

Intellectual / Professional skills & abilities:

Analyse issues relating to the provision of physical activity for diverse groups.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

Evaluate biological, social and cultural factors that influence the management of health and wellbeing.

### **How will I be assessed?**

There are two assessment components for this module. First you will write an individual evaluation of a single aspect of a community profile e.g. access to green space (500 words with accompanying evidence in an appendices, 50%, MLO 1, 4). Then in groups, you will be required to deliver a presentation focussed on a strategy in order to promote health and well-being (15-minutes, 50%, MLO 1, 2, 3, 4). This assignment will require details of your population(s), including an understanding of their provisions and requirements as well as any other factors that may influence the management of their health.

Formative Feedback

Formative feedback will be provided to you which could be based on your performance to critique a real-world scenario, problem solving a case study or a task of a similar nature.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for

development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

**Pre-requisite(s)**

N/A

**Co-requisite(s)**

N/A

**Module abstract**

Physical Activity and Health is a module that will provide you with an understanding of the role of physical activity in public health. This module will give you an understanding of what can influence health management such as social, cultural and economic factors. The module will also give you an insight to the role of physical activity in public health, including aspect which affect physical activity from a public health perspective. During the module you will be tasked with developing a strategy focussed on improving health and well-being accounting for provisions and requirements as well as any other factors that may influence the management of health. You will become familiar with the latest research within the department on physical activity and health as well as research and practices further afield in order to enable you to develop your skills needed in careers in healthcare and public health.

**^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

This module promotes a mixed research paradigm approach. Some sessions will be research led, with sessions delivered by staff, and guest speakers, actively engaged in research in the area. You will also attend seminars where you will be encouraged to adopt a reasoned, and objective, viewpoint on a topic, based on critical evaluation of current evidence and practice, and to defend that viewpoint in guided debate (Research Tutored). You will then have the opportunities to critically evaluate and discuss research papers and practices in interactive lectures and seminars. Sessions will comprise of key note lectures and small-group sessions to provide you with an understanding of current literature. (Research Tutored) The assignment requires you to independently gain an understanding of population requirements and needs, and to critically synthesise that information. (Research Orientated).

## SP5036 Managing & Developing the Business of Sport (Optional, 20 Credits)

**What will I learn on this module?**

You will examine the work of sport business professionals, agencies, organisations and governing bodies to gain an appreciation of how business principles are applied to the sports industry. You will cover areas such as the principles of strategy, governance, marketing, finance, legal issues and performance management to help develop your understanding of the sport business sector.

**How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP . There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

You will focus on the business principles that sit at its core and consider key factors, processes, concepts and ideas pertinent to the development of a sports business. You will be encouraged and supported to tailor your creative and innovative spirit to the development of new sport product and service ideas and apply them to a real-world case study situation. This is a module aimed at enhancing your employability skills and experiences through the provision of a platform to practice a number of academic and key transferable skills that will develop your confidence and enthusiasm to seek a career in the sports industry.

**How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

You will be expected to take an active role in your own learning and personal and professional development. You will be expected to apply theoretical knowledge through applied situations to show your progressive appreciation of the increasingly complex issues presented by the business of sport. The teaching and learning environment will be interactive and challenging. You will engage in a range of learning activities including tutor and peer-assisted interactive lectures, seminars and workshops.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

Demonstrate an understanding and awareness of the fundamental principles, concepts and techniques allied to the business of sport;

To apply the principal theories, methods, models and approaches deployed within the sport business world to present solutions to issues and scenarios pertinent to the business of sport.

Intellectual / Professional skills & abilities:

Communicate information, ideas and arguments effectively using appropriate styles and language.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

Employ ethical reasoning to illustrate personal and societal experiences which respond successfully to any business developmental opportunities in an inclusive and sustainable manner.

### **How will I be assessed?**

Summative assignment: A portfolio of work to develop a new sport product, service or initiative and bring it to market.

2000 words (100%)  
MLO 1, 2, 3, 4

Formative assessment: class-based task book developmental work with peer and tutor feedback.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The sport sector has grown rapidly into a multi-billion pound global industry and is now recognised as big business. You will focus on the business principles that sit at its core and consider key factors, processes, concepts and ideas pertinent to the development of the worlds most creative industry. You will examine the work of sport business professionals, agencies, organisations and governing bodies to gain a critical appreciation of how business principles are applied to the sports industry. You will be encouraged and supported to tailor your creative and innovative spirit to the development of new sport product and service ideas and apply them to a real-world case study situation.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

This module emphasises the importance of the research into managing and developing an effective and successful business. This research is fundamental to the module delivery to support your knowledge and understanding of key fundamental principles in the business sector.

Your learning on this module can be identified as:

Research Tutored: You will be guided by module staff to engage in critical discussion of a variety of theoretical models and research

related outputs relating to business development. This aim is that you will then develop your understanding of how to apply those models and research outputs within a business development situation or context.

**Research Led:** Within lectures and seminars you will be guided by current research relating to the main concepts such as the principles of strategy, governance, marketing, finance, legal issues and performance management in order to demonstrate an appreciation of theoretical evidence to support your ideas.

**Research Oriented:** This module is also research orientated in that your learning will involve you gaining an understanding of the methods of enquiry used within the business sector and more specifically in relation to sport.

## SP5037 Digital Sport & Business Marketing (Optional, 20 Credits)

### What will I learn on this module?

This module addresses the rapidly evolving areas which have an impact upon sport and sport business. The digital age has brought many challenges and opportunities to those who are managing in sport. This module looks to equip those who have aspirations of working in sport business with the capacity to address the challenges and take advantage of the opportunities presented by digital sport and business marketing. The key concepts which will be considered in this module can include sport marketing in the digital age, social media in sport marketing, fan engagement in online environments, fan activation and involvement with sport business, the importance of sport communication strategies and future considerations for the sport marketer. Students will engage with the current key digital platforms available. By the end of the module students will have developed an awareness of the significance that digital marketing has on the sport business and the challenges and opportunities.

### How will I learn on this module?

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning.

There will be a range of real-world case study based examples for students to scrutinise and investigate which will help to consolidate key concepts and ideas related to digital marketing. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

**Knowledge & Understanding:**

Demonstrate an understanding and awareness of the key concepts in digital marketing and communications;

To consider the key concepts in order to create a campaign to speak to relevant stakeholders.

**Intellectual / Professional skills & abilities:**

Communicate information to internal and external stakeholders through media and a digital content campaign.

**Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):**

Demonstrate an awareness of ethically sound and culturally sensitive digital marketing strategies.

### **How will I be assessed?**

Summative Assessment:

Individual portfolio (2000 words) which equates to 100% of the module marks. Students will develop their own portfolio of work linked to a digital sport and business marketing strategy (MLOs KU 1,2; IPSA 3; PVA 4).

Formative Assessment: Formative feedback will be provided on an on-going basis during sessions and seminars. Students will have the opportunity during seminars to research, evaluate and discuss the key areas of the module. Directed tasks will require students to engage in the module content to demonstrate their understanding of the application of this information. Support and feedback will be provided by module staff and peers.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Digital Sport and Business Marketing is a contemporary and growing area for managers working in sport to be aware of. Creating and capturing an online audience in order to promote a sport product or service is a central activity in the sport industry. Not only will this module cover the concepts, ideas and knowledge to help sport managers to address the challenges faced in the sport industry, it will highlight the opportunities that can be created and exploited through understanding trends and utilising effective digital sport and business marketing. Students are challenged to think like sport and business managers in order to create value in the sport industry, in this vocationally significant module which encourages strategic thinking, accurate observations and creative flair.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research/enquiry Based: Students will have the opportunity to observe and research the sport landscape and relevant demographics for which an appropriate digital sport and business marketing can be considered.

Research Tutored: Students will be guided by tutors to engage with a variety of academic literature to help facilitate discussion and consideration of appropriate concepts and knowledge.

Research Led: Content delivered within formal, taught lessons and during practical sessions will be guided by traditional and current research relating to the main concepts of in the sport, business and digital marketing literature. This application of theory to real-life settings will be discussed.

## **SP5038 Analytics for Sport (Optional, 20 Credits)**

### **What will I learn on this module?**

This module considers how the increasing availability of data has transformed the way in which sport is managed, played, promoted and consumed. The data revolution is having a profound impact across the sport industry and this module helps students to understand how data can be utilised across a range of situations in sport. The key areas which are considered in this module include; an introduction to data and analytics, the current data ecosystem, analysing data for better sports performance, analytics in digital and sport marketing, analytics for event and facility management. In addition to this, there are considerations given to how individual and team sports can use data analytics to improve sporting performance and competitiveness. By the end of the module students will have developed an awareness of the significance of data in the sport industry and gain an insight into the different ways data can be used to inform decision making across a range of sport situations.

### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP module site. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. There will be a range of real world case study based examples for students to scrutinise and investigate which will help to consolidate key concepts and ideas related to data analytics in sport. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions. If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

Demonstrate an understanding of the relevance and importance of data collection and analysis in a sport context.

To apply the use of relevant data to underpin decision making in sport.

Intellectual / Professional skills & abilities:

Communicate how data analytics can be used to enhance organisational development and management strategies.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

Demonstrate an awareness of the sensitivities of data for individuals.

### **How will I be assessed?**

Summative Assessment:

Individual proposal (2000 words) which equates to 100% of the module marks and addresses all module learning outcomes (KU 1,2; IPISA 3; PVA 4). Students will develop an informed proposal based on data insights on an appropriate course of action to aid the decision-making process.

Formative Feedback

Formative feedback will be provided on an on-going basis during sessions and seminars. Students will have the opportunity during seminars to research, evaluate and discuss the key areas of the module. Directed tasks will require students to engage in the module content to demonstrate their understanding of the application of this information. Support and feedback will be provided by module staff and peers.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Analytics for Sport is a contemporary and growing area for managers working in sport to be aware of. As the data revolution is having a profound influence across the sport industry, there is a growing need for those working in the industry to demonstrate an appreciation and awareness of the importance of data. Vital decisions across a range of sport situations require the best use of available data. Key



management decisions are often founded on data and it is important that managers of the future can appreciate how data can inform decision making in the sport industry. From the training pitch, to the boardroom, to events and facilities and to human performance, data is a valuable asset which those in sport have to consider in order to be effective in the industry. This module gives the insight into how data can be utilised across the sport industry.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research/enquiry Based: Students will have the opportunity to observe and research the sport landscape and relevant demographics for which data can be considered in order to make appropriate decisions.

Research Tutored: Students will be guided by tutors to engage with a variety of academic literature to help facilitate discussion and consideration of appropriate concepts and knowledge.

Research Led: Content delivered within formal, taught lessons and during practical sessions will be guided by traditional and current research relating to the main concepts of in the sport business analytics literature. This application of theory to real-life settings will be discussed.

## **JG5001 Academic Language Skills for Sport Exercise and Rehabilitation (Core – for International and EU students only, 0 Credits)**

### **What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

The topics you will cover on the module include:

- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.
- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

The topics you will cover on the module include:

- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.
- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

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- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.

- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **How will I learn on this module?**

This module is taught by interactive seminars and use of practical group activities in the sessions.

The material delivered in practical workshops is designed to enhance your capabilities as an independent learner. This will involve significant self-directed learning and will test your ability to interact with others during group sessions. The sessions will be tailored to address some of the specific issues that you meet within your chosen discipline. When working in groups the nature of the activity will vary from group to group depending upon your specific programme of study. For example, you will develop your critical analysis and critical writing skills by analysing the work of other academics according to the requirements of your programme/module assignments. In addition to the core topics listed, your learning will be supported by your own selfreflection of your skills and academic areas of interest and you will be asked to share these in specific sessions.

Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

### **How will I learn on this module?**

This module is taught by interactive seminars and use of practical group activities in the sessions.

The material delivered in practical workshops is designed to enhance your capabilities as an independent learner. This will involve significant self-directed learning and will test your ability to interact with others during group sessions. The sessions will be tailored to address some of the specific issues that you meet within your chosen discipline. When working in groups the nature of the activity will vary from group to group depending upon your specific programme of study. For example, you will develop your critical analysis and critical writing skills by analysing the work of other academics according to the requirements of your programme/module assignments. In addition to the core topics listed, your learning will be supported by your own selfreflection of your skills and academic areas of interest and you will be asked to share these in specific sessions.

Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

### **How will I learn on this module?**

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Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

### **How will I be supported academically on this module?**

All teaching materials for the module are made available on the module electronic learning portal (eLP) site. You will be provided with a teaching and learning plan that outlines the formal sessions, along with the tutor-directed study tasks and independent reading associated with each session. You will be asked to use both email and eLP to share ideas and feedback.

Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

**How will I be supported academically on this module?**

All teaching materials for the module are made available on the module electronic learning portal (eLP) site. You will be provided with a teaching and learning plan that outlines the formal sessions, along with the tutor-directed study tasks and independent reading associated with each session. You will be asked to use both email and eLP to share ideas and feedback.

Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

**How will I be supported academically on this module?**

All teaching materials for the module are made available on the module electronic learning portal (eLP) site. You will be provided with a teaching and learning plan that outlines the formal sessions, along with the tutor-directed study tasks and independent reading associated with each session. You will be asked to use both email and eLP to share ideas and feedback.

Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

**What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

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Please note: the information in this document is correct at the time of printing (04/03/2024) but may be subject to change.  
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# BSc (Hons) Sport Coaching - i2i International Soccer Academy: Year 3 Modules

## SP6035 SER UG Project (Core, 40 Credits)

### What will I learn on this module?

The module aims to develop your skills of independent working by engaging with a topic of your own choosing. You will develop a critical and in-depth knowledge of a specific area (within the remit of your degree programme) in relation to a research or clinical problem of contemporary relevance to the industry/profession. You will learn aspects of research such as literature searching, filtering and quality assessment, project design considerations, ethical implications and data analysis methods. You will develop skills such as time management, contingency planning and critical thinking to produce a well-planned, coherent and ethical project.

### How will I learn on this module?

The main focus of the module is independent learning via support from your supervisor who will support you with the specifics of your project. The generic taught content/guidance will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. You will be guided to texts and support materials that can help you develop your project. There will be the opportunity to work independently and in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP site. Material to support your learning will be uploaded in advance of the sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. The Module Leader will support you with any queries that you may have about the module content. You will be assigned a supervisor who will provide you with project specific advice and support. Supervisors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and tutored sessions and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

Knowledge & Understanding:

1. You will demonstrate a critical awareness of the design, methods and analysis necessary for your project.
2. You will develop a specific understanding of the chosen area of study of your project

Intellectual / Professional skills & abilities:

3. You will demonstrate the ability to plan a project and synthesise results.
4. You will disseminate the project findings and the application of knowledge

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. You will ethically plan, design and discuss your project and develop a curiosity for your chosen area.

### How will I be assessed?

Summative assessment: Project (100%):

You will produce a written account of an independently designed academic project. The assessment will address a specific problem or question that is relevant to your degree programme. Some project options include (but are not limited to); systematic appraisal, empirical primary research study (qualitative, quantitative or mixed methods), clinical-based extended project proposal, industry-based

project). The specifics of how this should be set out will be determined by your chosen methods and should be discussed with your supervisor.

The assessment will be submitted via Turnitin and students will receive electronic feedback. (MLOs 1, 2, 3, 4, &5)

Formative assessment/feedback will be provided on the project plan or ethic submission by the supervisor/module tutors. Your tutors will support you in developing your project through regular tutorial discussions and workshop sessions.

#### Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### Pre-requisite(s)

N/A

#### Co-requisite(s)

N/A

#### Module abstract

This module is an independently conceived and conducted investigation based on an area of interest to you and relevant to your degree programme, that culminates an academically written account of your process in the form of a project. You will gain an in-depth knowledge of your topic area, generate new information and evaluate its contribution and implications within sport, exercise or rehabilitation. The module will test your project management and problem-solving skills as it will require you to organise and evaluate evidence, arguments and assumptions to produce a written academic project.

#### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

This module will provide you with the opportunity to complete your own independent project. Your learning on this module will actively place you as an investigator/enquirer, as you design and implement a project under tutored supervision. This project enquiry will relate to real world and/or contemporary academic or clinical issues identified in the industry/profession related to your degree programme. Engaging with research and gathering evidence in your chosen area will help you to gain a conceptual and systematic understanding of how research and independent projects may be conducted in your chosen discipline/topic. This module is primarily enquiry-led and research tutored, where you will conduct your own independent study to address a problem you have identified from active and critical engagement with the peer-reviewed research outputs of others.

## SP6036 Sport Performance Intervention Strategies (Core, 20 Credits)

#### What will I learn on this module?

The module will incorporate an interdisciplinary approach to optimise performance. The module is designed to allow students to critically apply the principles of sport science to aid in the improvement of athletic performance. You will study the adaptations and limitations to physical performance, psychological techniques and biomechanical principles of movement. The module will investigate a variety of skills as a platform to apply interventions based around the three disciplines of Physiology, Biomechanics and Psychology. The students will work holistically in interdisciplinary groups to analyse performance/technique/behaviour and devise appropriate, evidence-based interventions to optimise performance.

#### How will I learn on this module?

The taught content will be delivered and provided in a variety of formats, incorporating a combination of lectures, seminars and practical sessions. You will also be able to access materials on the eLP site. The module will focus on the holistic nature of sport, acknowledging the interdisciplinary requirements of working within groups to optimise performance. Therefore, opportunities to work in smaller groups with discipline specific (Physiology, Psychology and Biomechanics) members of staff who will facilitate context driven discussion and learning will be available. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

As a core module shared across undergraduate sport programmes, it offers you the opportunity to work with and learn from peers from other disciplines. Some elements of the taught content, and the direction of the assessment task, will be specific to your core discipline to ensure that you develop the most appropriate and relevant skills and knowledge.

#### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. The material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. Practical sessions will aid with the application of theory, with seminars further cementing the knowledge and understanding of both lecture and practical content. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial, if required. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials,

as well as links to booking both on and off campus study skills sessions.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Apply and critically analyse the interdisciplinary scientific principles that underpin planning and intervention.
2. Critically examine an athlete's current performance and apply scientific principles to propose an appropriate intervention to enhance performance

Intellectual / Professional skills & abilities:

3. Using an interdisciplinary approach; plan, design, and critically review specific training programmes, practices and intervention methods in relation to the needs of an athlete for performance improvement.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Demonstrate knowledge and critical awareness of moral, ethical, and legal issues when preparing an athlete's specific intervention programme.

### **How will I be assessed?**

Summative Assessment Applied Group Presentation, with individual viva questions relating to a specific aspect of the interdisciplinary approach (100%: equating to 50% individual mark and 50% group mark 25 mins with additional staff questions). Students will present an applied critical overview of the selected intervention strategy using an evidence-based, interdisciplinary approach in the context of the chosen sport.  
(MLOs 1, 2, 3, &4).

Formative Assessment - includes applied practice and critical analysis of athlete performance interventions. You will receive both tutor and peer feedback on the tasks supporting formative assessment.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

The Sport Performance Intervention module is designed to allow you to critically apply the principles of sport interventions to aid in optimising athletic performance. You will have the opportunity to develop analytical, enquiry and reflective practice skills through an interdisciplinary approach to developing optimal performance. You will study the adaptations and limitations to physical performance, psychological skills training and biomechanical / technical principles of functional movement. On completion of a successful module, you will be capable of critically analysing current training techniques and be able to plan an evidenced-based interdisciplinary training programme accounting for all facets of performance. Using state-of-the-art facilities students will develop their applied intervention skills with a range of interdisciplinary techniques, working in groups to present their knowledge and understanding.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Teaching and Learning on this module is structured around an interdisciplinary approach to optimising performance. There is an emphasis upon an evidence-based approach to inform intervention strategies. The learning on this module can be identified as research tutored, which is focused on active discussion of key current research. You will be guided by tutors to engage with a variety of theoretical concepts and empirical studies relating to all three disciplines (physiology, psychology and biomechanics) with the purpose to understand how to implement effective training interventions in specific athlete contexts. This module also incorporates research led aspects with sessions being guided by contemporary research relating to the main concepts of training theory and application to optimal performance.

## **SP6049 Advanced Coaching Practice (Core, 20 Credits)**

### **What will I learn on this module?**

This module will explore the pedagogical principles and practices underpinning sports coaching. Specifically, the module will focus upon

the application of theoretical and evidence-based approaches to develop coaching practice. The module aims to provide students with the opportunity to build upon and apply the knowledge, skills and experiences gained at Level 4 and Level 5 to develop a critical, nuanced and theoretically informed understanding of key pedagogical principles applicable across a variety of sport coaching contexts. Weekly content will be concentrated on the interactive effects of specific coach behaviours, practice design and coach-player interactions to create coaching environments that are conducive to optimal learning, engagement and performance across different sport coaching contexts (e.g., high performance, recreation, development, special populations). The module will place particular emphasis on developing students practical coaching skills that are informed by current research.

### **How will I learn on this module?**

This module builds upon the learning and teaching approaches adopted at Level 4 and Level 5. You will develop your ability to critically apply theory to practice through a combination of lectures, seminar activities, practical workshops, demonstrations, supervised practice and self-directed activities. This learning will be supported through access to a variety of teaching materials available on the eLP. Taught content will be both staff and student led, with an emphasis placed on your ability to practically apply theoretical and evidence-based approaches to coaching. The practical sessions will enable you to become familiar with a wide range of coaching techniques and associated seminar sessions, which will be used to critically analyse those methods and apply them to the coaching process.

You will also have the opportunity to review your own and others context-specific planning, delivering and coaching practice. You are strongly encouraged to engage in independent study through the provision of reading lists and topics to be covered in preparation for all taught sessions. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete independently, outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded on a weekly basis in advance of taught sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members will provide tutorial time outside of their teaching hours. Dedicated sessions will be scheduled into the module to enable students to raise questions regarding the assessment. In addition to formative feedback being given throughout the module, feedback will be provided via one assessment: Summative (Applied Practical Presentation), which will aid you in identifying areas of strength and areas for development. All forms of feedback and support is provided to students on a continuing basis during practical and seminar sessions. In these sessions case studies and scenarios of applied examples from the field and research will be examined. Directed tasks and problem solving will require students to utilise their knowledge to critically examine coaching methods and develop effective coaching strategies.

Students will receive feedback both from their peers alongside their tutors on their development throughout the module and there will be an opportunity to discuss this feedback more openly with a member of the module team during tutorials. Module tutors will provide you with the necessary information on how to arrange a tutorial. In addition, you will be able to take advantage of the University Library's Skills Plus programme as you develop your skills as an undergraduate student. Specific tutor support and access to facilities (e.g., Sport Central, Performance Analysis suites) will be provided to enable you to develop your coaching practice and digital analytical skills. You will also have access to a discussion board (via the eLP) where support from peers and module staff can be accessed in relation to the module's content and assessments.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge and Understanding

1. Critically analyse and apply key pedagogical principles that underpin effective practice in coaching contexts.
2. Plan and deliver effective coaching that addresses the issue highlighted within a coaching context, that is relevant to the participants needs. (please see practical information for details on the scenarios)

Intellectual / Professional skills & abilities:

3. Plan and deliver theoretically informed and inclusive coaching that can be applied to a range of coaching contexts and individual needs.

Personal Values Attributes

4. Critically review coaching practices and delivery methods, in relation to their impact upon participants optimal learning, participation and performance in sport.

### **How will I be assessed?**

Component 1: Applied Presentation with subsequent viva (75%) (20 minutes).

Students will plan, deliver and evaluate an applied presentation, which will be appropriate to the level of performer they are coaching.

The assessment will focus on the application of theoretical concepts to an applied situation. The applied presentation should last approximately 20 minutes (MLOs 1, 2, 3,)

Component 2: Viva (25%) (10 mins)

Student will be asked to reflect on their coaching session and answer questions posed by the module tutor. (MLOs 1, 4)

Formative feedback will be provided to students on a continuing basis during practical and seminar sessions. In these sessions case studies of applied examples from the field and research will be examined. Directed tasks and problem solving will require students to utilize their knowledge to critically examine teaching/coaching methods and develop effective coaching/teaching strategies.

Students will receive peer and tutor feedback on their efforts. Dedicated sessions will be scheduled into the module to enable students to raise questions regarding the assessment. In addition to formative feedback being given throughout the module, there will be written feedback provided at the end of the students Applied Practical Presentation (Summative Assessment).

A whole group feedback session will also take place following the assessment, in which generic feedback is provided.

#### **Pre-requisite(s)**

N/A

#### **Co-requisite(s)**

N/A

#### **Module abstract**

This practically applied coaching module should be viewed as the pinnacle of your sports coaching degree whereby you get an opportunity for you to showcase what you have learned throughout the course of your learning journey at Northumbria University. In the practical assessment, you will be able to demonstrate your ability to practically apply theoretical and evidence-based approaches to coaching in a manner that maximises learning, engagement and performance for participants. Throughout the duration of the module, you will advance your critical understanding of coaching through a series of learning experiences delivered by an expert team of academic staff and applied practitioners. You will be given the opportunity to coach the sport of your choice and, along with your tutor, will design and apply a lesson plan that allows you to demonstrate your ability to provide solutions to applied coaching challenges.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

A research rich learning environment will act as the cornerstone for this module which places particular emphasis on the critical application of theoretical and evidence-based approaches to coaching. The module will draw upon the variety of world class pedagogical research that is conducted by Northumbria University coaching staff to provide students with a critical understanding of the complexities inherent within applied sport coaching contexts. This will ensure that our sport coaching graduates are at the forefront of current pedagogical practice and are equipped with the practical capabilities necessary for employment within industry (e.g., PE teaching, applied sport coaching positions etc ..). The module will be assessed through a problem-based learning approach in which staff and students will co-create the specific coaching challenges as a means of creating a contextually rich, innovative, self-determined and engaging mode of assessment. Students will be required to engage in a collaborative approach to learning throughout the module delivery and will be required to peer assess students session plan and implementation based on their applied and theoretical merits. Not only does this develop their leadership and critical appraisal skills, but also emphasises the requirements for tact in delivering feed-forward feedback. Finally, critical reflection will be embedded within the course structure and method of assessment. This reflective process should guide students towards a continuous evolution of their coaching practice which emphasises the complexities of applying theory and evidence-based approaches to practice.

## **ML6001 Unilang - Languages for All - Level 6 Placeholder (Optional, 20 Credits)**

#### **What will I learn on this module?**

The 20-credit yearlong Unilang modules (stages 1-5 depending on language) aim to encourage a positive attitude to language learning and to develop and practise the four language skills of speaking, listening, reading and writing introducing the basic/increasingly complex grammatical structures and vocabulary of the spoken and written language (depending on stage) and developing your ability to respond appropriately in spoken and written form in simple and increasingly complex everyday situations.

These modules also introduce you to the country and the culture of the country. In doing this, Unilang modules are intended to encourage and support international mobility; to enhance employability at home and abroad; to improve communication skills in the foreign language and in English as well as cultural awareness.

#### **How will I learn on this module?**

You will be taught in weekly workshops and are also expected to complete work through tutor-guided study outside the classroom.

#### **How will I be supported academically on this module?**

You will be supported by the module tutors who can be contacted in class, by email and in their regular tutorial slots. Support materials specific to the individual language and stages are also provided via Blackboard.

#### **What will I be expected to read on this module?**



All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. You will be expected to develop knowledge and understanding of vocabulary and grammatical structures

Intellectual / Professional skills & abilities:

2. You will be expected to communicate effectively and show awareness of appropriate registers as well as  
3. To develop strategies to manage your own learning

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. You will be expected to engage sensitively with different cultural audiences

### **How will I be assessed?**

Formative: You will receive informal feedback week on week verbally or in writing.

Summative: You will have to complete two equal portfolios occurring at the end of each semester.

Portfolio 1 will comprise participation in class-based activities (speaking and listening in the foreign language) and an in-class writing test which would include testing of grammatical knowledge, reading and writing skills.

Portfolio 2 will comprise participation in class-based activities (speaking and listening in the foreign language) and an in-class writing test which would include testing of grammatical knowledge, reading and writing skills. Students going abroad will be asked to submit their portfolio electronically.

### **Pre-requisite(s)**

Prior knowledge of the chosen language for the higher (not beginner) levels.

### **Co-requisite(s)**

N/A

### **Module abstract**

Unilang modules provides the opportunity to study a range of languages (French, German, Spanish, Italian, Japanese, Mandarin and British Sign Language) within a range of ability (from stage 1 beginners for all languages to stage 5 advanced for specific languages) across the University.

Learning a foreign language introduces you to a country, its culture encouraging and supports international mobility, thereby enhancing employability at home and abroad, improving communication skills and cultural awareness. Competence in a modern foreign language is advantageous within the job market since:

\* The speaking, listening and written language skills are transferable to a wide range of working environments.

\* Enhanced communication skills, both in the foreign language and in English.

\* Your employability will be enhanced with each stage of Unilang Option.

\* Foreign language competence and cultural awareness is an asset in the UK's increasingly multi-cultural and inclusive society.

\* The open economy of the UK will provide job opportunities for working in organisations based in the UK with international links, or in organisations located outside the UK with links to the UK. Complementing your main degree with Unilang can give you the distinctive edge within a competitive job market.

The modules are delivered through workshops/seminar every week with supporting materials distributed in class and/or via Blackboard. Assessment at the end of each semester is by portfolio comprising participation in class-based activities (speaking and listening) and a written test assessing grammatical knowledge, reading and writing skills. Level 5 students going abroad in semester 2 are catered for and assessed via electronic means.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Unilang is designed to develop language learning skills and the practical use of the foreign language, rather than research-based knowledge.

## **SP6038 Human Movement Science (Optional, 20 Credits)**

### **What will I learn on this module?**

The aim of the module is to enable you to further develop the practical and theoretical skills you learned in previous modules. You will be introduced to advanced kinematic and kinetic data collection and analysis techniques, and to potential applications relevant to current

research initiatives in sport and clinical biomechanics. In the second part of the module, you will explore advanced techniques used in clinical biomechanics. You will develop your practical skills and learn to use clinical normative profiling techniques. You will design your own projects and learn to independently collect, and critically appraise your data, and report your findings. In addition, this module aims to develop your appreciation of scientific rigor in experimental design and testing, and to give you an understanding of how to control and measure potential sources of error, reliability and validity.

### **How will I learn on this module?**

This module will facilitate your learning through formal, but interactive, lectures which provide the main theoretical and conceptual information. These taught sessions will be supported by structured small-group interactive practical laboratory workshops with a strong applied emphasis, seminars, and discussions. The concepts of data stability, validity, and reliability are embedded throughout this module, and you will take part in laboratory workshops that will provide you with the opportunity to discuss potential errors arising from the data collection process, and to design methods of assessing data stability and random and systematic error. In seminars you will be given the opportunity to develop your skills in critically evaluating the data collection and analysis employed in existing research articles. You will also have seminars that are designed to assist you in writing a grant from costing, dissemination and structure. You will design and undertake clinical and biomechanical assessments of healthy individuals and those with disabilities or chronic injury. You will compare your findings to normative data, current literature, and underpinning theory, and synthesize and communicate your findings. Preparation for the assignment will involve you in designing your own data collection, and analysis, sessions to appraise the reliability and accuracy of data collection systems. You will undertake reliability laboratory sessions whereby you will collect data which you will analyse for your grant application on a piece of biomechanical equipment such as force plates.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There is also further academic skills support available from the University Library services. If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

On successful completion of the module, you will be able to:

Knowledge & Understanding:

1. Critically evaluate and apply a range of evidence-based assessment and intervention strategies in biomechanics.
2. Adopt a multi-disciplinary approach to solving complex problems.

Intellectual / Professional skills & abilities:

3. Work independently to undertake a project to critically appraise, and functionally utilise, generic kinematic and kinetic data collection methods, and different IT formats.
4. Demonstrate a critical appreciation of scientific rigor in the processes of experimental design, data collection, analysis, interpretation and presentation.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Demonstrate an understanding of the need for an ethical and sensitive approach when working with different client groups.

### **How will I be assessed?**

You will undertake one assessment in this module, at the end of semester two.

1) Individual grant application (2500 words, 100%, all MLOs, KU 1,2; IPSA 3,4; PVA 5). You will be required to write a grant application applying for funds to support a proposed research study on a topic of your choice, which requires data collection in either sports, exercise, or clinical biomechanics. A successful application will require you to conduct an in-depth series of appropriate validity studies and pilot testing, and then undertake a critical evaluation of the magnitude of the potential errors and validity of the proposed method of data collection and methods of analysis.

Formative preparation for the validity study will take place in student led seminars where you will be able to practice your skills in

critiquing journal articles and will receive feedback from your peers and tutors.

Preparation for the individual assignment will take place in specific focused workshops where you will be able to practice using relevant equipment and assessment skills and selecting key performance indicators.

Dedicated assessment sessions will be scheduled into the module to afford you the opportunity to ask assignment related questions.

#### Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### Pre-requisite(s)

N/A

#### Co-requisite(s)

N/A

#### Module abstract

In this module you will be introduced to advanced kinematic and kinetic data collection and analysis techniques, and to potential applications relevant to current research initiatives in sport and clinical biomechanics. You will explore advanced techniques used in current biomechanical clinical assessment and evaluate both healthy individuals and individuals from clinical/chronic minorities. This module aims to develop your appreciation of scientific rigour in experimental design and testing, and to give you an understanding of how to control and measure potential sources of error, reliability and validity. You will design your own project and learn to independently collect, and critically appraise your data, and report your findings. You will be challenged to demonstrate your passion and creativity and to further develop your understanding of testing and measuring through writing a grant application to support a research a topic of your choice in either a sporting or clinical population

#### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

Research Led teaching will be delivered by staff, and relevant speakers, actively engaged in research in the area, You will attend seminars where you will be encouraged to adopt a reasoned, and objective, viewpoint on a topic, based on critical evaluation of current evidence and practice, and to defend that viewpoint in guided debate. Throughout the module there is a strong emphasis on data accuracy and validity, and scientific integrity. You will gain a practical understanding of how to design a research project, and how to undertake all the testing and the precautions necessary to ensure accurate, valid and reliable data (Research Orientated). The main research paradigm is Research Based: the assessment requires you to devise, plan, and undertake an individual research project of your own.

## SP6039 Paediatric Sport and Exercise Science (Optional, 20 Credits)

#### What will I learn on this module?

You will learn how to apply knowledge of human physiology, psychology and sport/physical activity-related assessment processes to the field of paediatric sport and exercise science. You will learn about the psychological and physiological issues associated with maturation in the exercising child and adolescent. The psychological determinants of child and adolescent sport and physical activity participation will also be examined. Furthermore, you will explore multi-disciplinary approaches to develop an intervention strategy that addresses a contemporary issue within a paediatric population.

#### How will I learn on this module?

You will learn through lectures, laboratory practicals, seminars/workshops and directed learning tasks, some of which will be conducted using learning technologies to help you develop your digital fluency skills. Lectures will provide a thorough grounding in theoretical principles relevant to the exercising child and adolescent. Seminars will be used to complement the lecture sessions and will aim to further your critical awareness of psychological and physiological issues surrounding paediatric sport and exercise science. Laboratory practicals will contextualise lecture-based theory in an applied setting, and with your peers you will perform a variety of physiological tests appropriate for use with children and adolescents, thus providing you with vocational skills relevant to the field of paediatric sport and exercise science. During laboratory practicals you will work in Northumbria's BASES accredited laboratories, which are fully equipped with the latest industry equipment.

#### How will I be supported academically on this module?

Module information, assessment requirements and expectations and important module announcements will be made through the eLP. Material to support lectures (but not necessarily seminars or laboratory practicals) will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. The Module Leader is there to support you with any queries that you may have about the module content, however if you have any questions or queries about the module content, all staff members are available for additional tutorial support. Tutors can be accessed via email or using the online booking system which can be accessed via your mobile phone or computer. Typically, Module Leaders and Tutors will also support you with regards to the assessment requirements via online staff-student discussion boards on the eLP.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

## What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

## What will I be expected to achieve?

On successful completion of the module, you will be able to:

Knowledge and Understanding (KU):

?

1. Demonstrate your ability to assess young peoples' maturation status and to select appropriate physical activities for them.
2. Critically develop a multi-disciplinary (physiological; psychological) intervention strategy that addresses a contemporary issue within a paediatric population.

Intellectual / Professional Skills and Abilities (IPSA):

3. Convey evidence-based paediatric sport and exercise science knowledge to a range of audiences such as academics and young people.

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA):

4. Demonstrate and maintain high standards of professional conduct, performance, ethics and professional practice when working with clients.

## How will I be assessed?

Assessment Strategy

There are two assessment components for this module:

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Practical Exam (Individual submission, 50%);

(MLOs 1, 3, 4)

Practical Exam (15 mins): You will work with young people in a real-world setting and collect maturation and aerobic/anaerobic fitness data using appropriate methods.

Contingency assessment in the event of the practical exam not being possible: Video Assessment (Individual submission, 50%); (MLOs 1, 3, 4)

Video Assessment (15 mins): You will be asked to calculate the maturation status of a child from data provided. You will then create a video in which you will convey physical activities appropriate for that child and discuss your choices in relation to appropriate literature.

?

Enterprise pitch (Paired, 50%); (MLOs 2, 3, 4)

In pairs, you will prepare a 15-minute pitch that will include an interactive activity/project. You will pitch a novel and innovative multidisciplinary intervention strategy aimed at addressing a contemporary issue within any paediatric population of your choice. The strategy must be supported (using evidence-based literature) with appropriate reference to psychological determinants of sport or exercise participation, along with physiological and/or nutritional factors. The assessment should demonstrate how your intervention strategy would work in a real-world context. 10% of the mark will be informed via peer assessment with your partner.

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Formative Feedback

Practical Exam: You will receive interactive support prior to the exam, whereby tutors will provide guidance on assessing the maturation status of children and other relevant elements of the assessment. You will also be given the opportunity to practice collecting fitness data/conducting maturation calculations before working with the paediatric population.

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Following the practical exam you will be given the opportunity to reflect on your experiences during a seminar session using guided reflection. You will be given the opportunity to discuss and receive feedback on your experiences with the tutor and your peers.

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Contingency assessment in the event of the practical exam not being possible: Video Assessment: You will receive interactive support prior to submission, whereby tutors will provide guidance on assessing the maturation status of children and other relevant elements of the assessment. You will also be given the opportunity to practice conducting maturation calculations before submission.

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Following the video assessment you will be given the opportunity to reflect on your experiences during a seminar session using guided reflection. You will be given the opportunity to discuss and receive feedback on your experiences with the tutor and your peers.

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Enterprise pitch: You will receive formative feedback on your presentation style during seminar sessions and tutors will be available in class for support with the formal pitches.

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Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

## Pre-requisite(s)

N/A

## Co-requisite(s)

N/A

## Module abstract

Paediatric Sport and Exercise Science will give you an insight into the psychological and physiological issues surrounding paediatric sport and exercise science. You will conduct practical laboratory sessions in Northumbria's state of the art, BASES accredited laboratories, an exciting and stimulating place to develop your practical skills.

One aspect of the assessment strategy for the Paediatric Sport and Exercise Science module requires you to visit a local primary school and collect maturation and aerobic/anaerobic fitness data from young children, thus acquiring unique hands-on experience. Given the development of such real-world employability skills, this module will prepare you for graduate employment opportunities working with exercising children and adolescents, including developing appropriate spoken communication skills for working with young people. If due to unforeseen circumstances it is not possible to run the school-based assessment, the alternative assessment is to create a video in which you will convey how a young person should complete appropriate physical activities, again drawing upon spoken communication skills. The ability to create video content is of increasing importance in sport and exercise contexts, again contributing to employability skills and being relevant to sustainability issues due to reduced travel for sport and exercise activities.

The enterprise pitch assessment requires you to use problem-solving skills to address a contemporary issue in a paediatric population. The choice of contemporary issue is up to you and could relate to young people from anywhere in the world. We encourage you to be creative and to consider issues from a multidisciplinary perspective, both of which are important in relation to employment. As you will work in pairs to complete this assessment you will also need to draw upon your collaboration skills to work together effectively.

You will be challenged to demonstrate your passion and creativity and to further develop your understanding of testing and measuring through writing a grant application to support a research topic of your choice in either a sporting or clinical population.

## ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

You will take this module in your third year, therefore you will be actively engaged in research led and research tutored learning. You will be required to choose appropriate techniques (based on evidence) and work with young people in a real-world setting and collect maturation and aerobic/anaerobic fitness data. Furthermore, you will be expected to pitch a multi-disciplinary intervention strategy that addresses a contemporary issue in a paediatric population, and this must be evidence-based (research tutored). You will be supported by research active staff members who will share their knowledge and expertise.

## SP6040 Physiological Basis of Training and Performance (Optional, 20 Credits)

### What will I learn on this module?

This module covers the prescription of exercise to improve sport specific fitness and sporting performance. The focus of this module is on evidence-based practice. Throughout the module you will investigate the most appropriate method(s) of training to enhance a range of components of fitness. To do this, you will be required to gather and evaluate the scientific literature that exists for different components of fitness. Furthermore, you will be required to explain the physiological adaptations that arise from different training methods and the resulting causal mechanism(s) for improving performance. In addition to the critical understanding of physiological adaptations, you will examine the principles of training programme design, factors that influence training programmes. Throughout the module, you will be encouraged to critically review the body of literature on each topic, not just in terms of general conclusion(s) but also the applicability of the findings to athletes from all sectors of society.

### How will I learn on this module?

You will learn through lectures, seminars, practicals and workshops. The main concepts on each topic will be delivered through formal but interactive lectures. Seminars are used for you to examine and discuss topics in more detail, while practicals and workshops provide you with an opportunity to develop the skills and understanding required to become a practitioner. Seminars will require you to either read and prepare work ahead of the session to discuss in greater detail during the session (research-tutored approach) or to find information to questions posed for in-class discussion (research-based approach); in both approaches the onus is upon you to complete the preparatory work. The seminars will evaluate the task you have completed and focus on the application of the knowledge to working with athletes. Practical sessions will either be experimental data collection to investigate a particular issue, or the development of skills required as a practitioner.

### How will I be supported academically on this module?

Support materials for sessions will be available to you on the eLP; including the lecture slides, Panopto recordings of lectures, seminar tasks, suggested reading, access to interactive digital resources and websites, and other useful resources such as discussion boards and invitations to attend lectures by guest speakers. Some of the lectures and seminars have supporting video clips on YouTube. For further support on taught sessions, you can access the tutors for one-to-one discussions and tutorials via the online tutorial booking system. Formative preparation for the assessment will take place in both a dedicated lecture and seminar on the assessment; there are also seminars where you will be able to discuss the evidence base of different training methods and optimal strategies for different sports. In

addition, there is a specific workshop on prescribing training and training intensities based on physiological test data.??

?  
Transcripts from a?sample previous years examinations?will also be made available on?eLP.??

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You will receive formative and summative feedback on the assessments and within preparatory sessions. Furthermore, you?have the opportunity to?discuss any concerns you may have with the module tutor.??

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There is also comprehensive help available in the university library on a wide range of generic academic topics such as: academic writing, statistics, report writing, referencing, and how to hone your presentation skills.?

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team <http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

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

Knowledge &Understanding:??

1. Critically evaluate the physiological adaptations, both structural and functional, that arise from training various components of?fitness;
2. Evaluate the demands of a sport and design periodised training?programmes;?
3. Critically discuss considerations that can influence the training?programme;?

Intellectual / Professional skills &abilities:??

4. Design?and defend a training programme?

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):??

5. Demonstrate an understanding of the need for an ethical and sensitive approach when working with clients from diverse cultural and?sporting?groups.?

### **How will I be assessed?**

You will undertake?two?pieces?of assessment in this module.?  
?

You are required to?submit an annual training programme?comprising of three x A4 pages (25%; MLOs 1, 2, 4) and?defend?it?during a viva voce exam?(75%; MLOs 1, 2, 3, 4, 5).?This means you?will be expected to create?a?twelve-month?training programme for an athlete selected from a?specified?range of sports. You will?have a?10?minute?viva voce exam where you will be expected to answer questions on the underpinning rationale, design and expected physiological adaptations of your training programme.??

?  
Formative preparation for the assessment will take place in seminars where you will be able to discuss the evidence base of different training methods, optimal strategies for different sports and approaches to planning and a constructing training programme.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

A coach to numerous Olympic gold medallists once said Successful training is intelligent training. Intelligent training is about knowing the why of training as well as the how and what. This module is about the why of training for sports performance. It covers the physiological?adaptations?that occur?due to?different training methods and?how?this improves performance. In addition to training induced physiological adaptations,?this module?also investigates training programme design to optimise?sports performance.?This module has a number?problem-based?learning tasks that require you to prepare work prior to the taught sessions, this preparation is an integral part to the successful running of this module.?

## **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Sessions will be delivered by staff, and guest speakers, actively engaged in research in the area. You will attend seminars where you will be encouraged to adopt a reasoned, and objective, viewpoint on a topic, based on critical evaluation of current evidence and practice, and to defend that viewpoint in guided debate.

Some seminar classes will require you to engage in problem solving activities to establish best practice based upon research evidence. In some practical sessions, you will be required to design and undertake data collection procedures to address an existing problem.

The assignment requires you to design a twelve-month training programme for an athlete based upon the best available evidence and defend that during a viva-voce examination.

Throughout the module, you will be made aware of the ethical and professional awareness and sensitivity required when working with different sporting groups, and clients from multi-cultural and ethnically diverse backgrounds.

This module will comprise key-note lectures, smaller group seminars and workshops to provide you with an understanding of the current literature and key topics. Within these sessions you will have the opportunity to critically evaluate and discuss research papers and methodologies.

## **SP6041 Psychological Skills Training (Optional, 20 Credits)**

### **What will I learn on this module?**

On this module you will learn about and get to experience what a sport psychologist does when working with athletes and coaches. You will explore the different ways in which a sport psychologist can work with athletes and coaches and will begin to create your own personal approach to sport psychology practice. You will be exposed to the range of different issues that a sport psychologist might encounter from performance enhancement through performance dysfunction, performance impairment and performance termination, and will learn about how a sport psychologist deals with these issues. You will find out what athletes from different cultures think of sport psychology, and how sport psychologists can use this information to make their work with athletes more effective. You will get to try out and critique a range of psychological techniques derived from both western and eastern philosophies including goal-setting, imagery, self-talk, progressive muscular relaxation and mindfulness. You will learn how to design individualised mental training programmes, and how to work as part of a multidisciplinary team.

### **How will I learn on this module?**

This module is taught by staff who are experienced sport psychology practitioners. We bring an applied, real world focus to the module and will present you with information, situations and challenges that we have faced in our own work with athletes as well as those that are relevant to sport psychology across a range of cultures and contexts. This module is taught using a blended learning approach, which means that it involves a mixture of lectures, small group seminars, online activities and practical tasks. You will be an active learner so you will learn by doing practical tasks, applying your knowledge from the module to real-world problems and completing activities that require you to make evidence-based, informed decisions. You will be presented with key information in lectures, directed reading and online activities, and will use that information to complete tasks in seminars and as directed learning. During the module, you will be able to discuss and share your own sporting experiences with your classmates. You will also complete some practical mental skills training in which you get the opportunity to try out some of the mental training techniques yourself and will learn how to use these techniques to manage your own thoughts and emotions.

### **How will I be supported academically on this module?**

Each week will build on what you have achieved the previous week so that your knowledge, skills and confidence develop as the module progresses. At the start of each session we will recap the key take home messages from the previous week and provide the opportunity for you to ask questions to aid your understanding. During taught sessions we will give you the opportunity to think about, and apply, key knowledge from the academic literature to real-world situations. You will work individually or in small groups to complete a variety of problem-solving tasks and to receive feedback from your tutor and peers. You will complete practice case studies that allow you to develop your mental training programme design skills, in a safe and supportive environment. In sport psychology there is no one right answer to a problem or challenge, and in this module you will try out different ways of approaching tasks and solving problems and will reflect on and evaluate the different approaches. You will have the opportunity to practice and receive feedback on each of the elements of the summative assessment during seminar sessions. By the time you reach the summative assessment point you should feel confident in your skills and abilities and will have learned about different ways of tackling the challenge.

Outside of formal scheduled teaching, each tutor will have office hours available for small group or individual tutorial sessions on any aspect of the module. We will also use an online discussion board that students can access to ask questions of their tutors and their peers. There will also be additional information and activities on the eLP relating to key topics from the module.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team <http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

On successful completion of the module you will be able to:

Knowledge & Understanding:??

1. Apply knowledge of the existing evidence base to make informed decisions about sport psychology practice.
2. Apply a creative approach to solve a real-world problem in sport psychology?

Intellectual / Professional skills & abilities:

3. Apply?knowledge of how to operate within a multidisciplinary team.
4. Apply emotional intelligence and an appropriate professional philosophy when completing a psychological needs analysis of an athlete.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Operate within professional guidelines to assess and make justifiable recommendations for psychological support for an athlete??

### How will I be assessed?

Summative Assessment

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Athlete management plan?100% (2000 words), which addresses all module learning outcomes (KU 1,2; IPSA 3,4; PVA 5).

?

You will be provided with athlete case study data. Using the case study data, you will work individually to produce an athlete management plan for that athlete. The plan is to be written for a multidisciplinary athlete case conference. Your athlete management plan should detail the athletes psychological issues, how you as a sport psychologist would intervene to address the issues and how you would work with other sport science professionals?to manage the athletes psychological plan.??(All module learning outcomes assessed).?

?

Formative assessment:?

During taught sessions you will practice completing a needs analysis of an athlete and will use recognised case formulation and diagnostic classification systems to understand and classify your athlete.? You will have the opportunity to practice designing one-to-one mental training programmes and will receive peer and tutor feedback and support. You will learn about how a sport psychologist works as part of a multidisciplinary team to ensure effective athlete management.?

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### Pre-requisite(s)

N/A

### Co-requisite(s)

N/A

### Module abstract

This module is for students who are interested in how the mind affects sporting performance. The module is designed and taught by experienced sport psychology practitioners who use their own experiences in the field to introduce you to the reality of working with elite athletes?and coaches. Using the existing evidence base you will explore how to manage athlete?and coach?expectations, and how to classify and deal with a variety of athlete issues ranging from performing under pressure when it really matters, to coping with?injury,?career?termination?and cultural transitions.? You will try out a variety of performance enhancement techniques commonly used by sport psychologists with top athletes?and will learn how to design?individualised?mental training programmes. You will experience the real world of sport psychology?and will learn about how?sport psychology?is carried out?in?different countries?and contexts.?In this module, you?will develop some key skills necessary for working in the elite sport environment such as emotional intelligence, creative problem solving, self-awareness,?evidence-based?decision making?and working as part of a multidisciplinary team.?

### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

On this module you will experience a combination of?enquiry based?learning? and?research tutored learning.? You will read, learn about and discuss the current literature and the ways in which this existing evidence base can be and is applied in practice settings.? You will also be asked to take a to identify limitations in our current knowledge and to decide how your own practice will be informed by the literature.? You will also take part in some research experiments yourself in which you are active in collecting the?data, and?will use the results of these experiments to inform your thinking.?

## SP6042 Sports and Exercise Medicine, Injury and Rehabilitation (Optional, 20 Credits)

### What will I learn on this module?

This module aims to develop a critical in-depth understanding of the nature, and key professional responsibilities of the sport and exercise scientist working as part of a multidisciplinary rehabilitation team, whilst also working with diverse clinical groups and clients



from multi-cultural and ethnically diverse backgrounds. You will be introduced to the specific needs of athletes and will be given the background knowledge to be able to advise them on prevention and rehabilitation strategies, based on critical evaluation of current evidence, in order to facilitate their continued participation in their chosen sport, exercise or activity.

You will be given the opportunity to develop a critical understanding of acute and chronic musculo-skeletal, and inflammatory conditions in specific groups of athletes and to devise evidence-based rehabilitation strategies. You will also learn to critically evaluate and apply knowledge of the psychological, physiological, and nutritional aspects of injury, recovery and general wellbeing, when developing assessment and rehabilitation. You will be taught from a variety of practitioners in the fields of sports medicine including physiology, nutrition, psychology, physiotherapy and sports rehabilitation management.

### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

Throughout the module, you will engage in a variety of practical laboratory sessions, seminar-based discussions and lectures. Each week you will be introduced to a different topic within sport medicine. Topics will be drawn from policy and practice in sports medicine, injury screening and assessment, nutritional, physiological and psychological aspects of athlete health.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services.

Support materials for sessions will be available to you on the eLP; including the lectures, suggested reading, access to interactive digital resources and websites, and other useful resources such as discussion boards and invitations to attend lectures by guest speakers. For further support on taught sessions, you can access tutors for on-to-one discussions and tutorials via the online tutorial booking system.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

On successful completion of the module, you will be able to:

1. Demonstrate a critical understanding of acute and chronic musculo-skeletal, and inflammatory conditions, in specific groups of athletes and devise evidence-based rehabilitation strategies.
2. Critically evaluate and apply knowledge of the psychological/physiological/nutrition or biomechanical aspects of injury and recovery.
3. Demonstrate a critical and in-depth understanding of the multi-disciplinary nature and key professional responsibilities of the sport and exercise scientist as part of the rehabilitation team

Intellectual / Professional skills & abilities:

4. Demonstrate the ability to apply a multi-disciplinary approach to analyse a case study in the field of sports medicine.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Demonstrate a critical and in-depth understanding of the multi-disciplinary nature and key professional responsibilities of the sport and exercise scientist as part of the rehabilitation team.

### **How will I be assessed?**

Students will be given a case study of an athlete/clinical population. They will be required to adopt a multidisciplinary approach to evaluate the athlete/patient and design an appropriate rehabilitation process.

This will be a one-point assessment worth 100% (2500 words), addressing all module learning outcomes (KU 1,2,3; IPSA 4; PVA 5).

#### Formative Feedback

Taught sessions will introduce students to different disciplinary approaches to assessment and rehabilitation design. Seminar sessions will provide students with the opportunity to engage with athlete/patient case studies and to receive feedback on their multidisciplinary assessment and design skills.

#### Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### Pre-requisite(s)

N/A

#### Co-requisite(s)

N/A

#### Module abstract

During your time on the Sports and Exercise Medicine, Injury and Rehabilitation module you will be taught in state-of-the-art facilities in Sports Central laboratories by a range of experts in the field of sports medicine. This module aims to enable you to develop a critical, in-depth, understanding of the multi-disciplinary nature, and key professional responsibilities, of the sport and exercise scientist as part of a rehabilitation team, working with diverse clinical groups and clients from multi-cultural and ethnically diverse backgrounds. You will be introduced to the specific needs of athletes/patients and will be given the background knowledge and skills to be able to undertake assessments, and to be able to advise them on prevention and rehabilitation strategies, based on critical evaluation of current evidence. You will be introduced to a range of different topics throughout the module including sports medicine policy and practice, rehabilitation and biomechanics, nutrition, physiology and psychology.

#### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

The delivery of this module is a mixture of theory and research-led teaching by relevant experts in their chosen fields. Sessions will be delivered by staff, and guest speakers, who are actively engaged in research. You will be introduced to some wider issues, and also more specific areas of current debate and enquiry concerning injury prevention, assessment and rehabilitation strategies. You will attend seminars where you will be encouraged to adopt a reasoned, and objective, viewpoint on a topic, based on critical evaluation of current evidence and practice, and to defend that viewpoint in guided debate. Formative feedback will be given in tutorials and during practical workshops to help you to develop your critical evaluation of current research and problem-solving skills. The sessions will be a combination of practical and seminar-based sessions which will involve problem solving in the field of sports medicine.

## SP6043 Talent Identification and High-Performance Sport (Optional, 20 Credits)

#### What will I learn on this module?

This module is designed for students to critically analyse the skills required to coach and nurture athletic talent at a high-performance level. The module will critique contemporary long term athlete development models, pathways and their impact on performance, long term participation and well-being. Students will also critically examine what is meant by the term talent, identify the skills and competencies needed to coach and develop in a high-performance setting, investigate the difficulties a high-performance coach may encounter and provide potential solutions to maximise effective coaching practice.

#### How will I learn on this module?

The taught content will be delivered and provided in a variety of student-centred interactive teaching formats, and you will be able to access materials on the eLP Blackboard Ultra Module site. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

#### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP site. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide weekly tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. During these meetings, there will be opportunity to gain support for (but not limited to) module content as well as general module enquiries and issues. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial and to discuss feeding forward strategies. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions. Additionally, students will have access to a discussion board (located on this modules eLP Blackboard site) where enquiries and issues relating to the module can be raised with module staff and their peers.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make

an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Students will critically examine talent identification and development systems and policies, both United Kingdom and worldwide specific.
2. Students will undertake critical analysis of social, biological, psychological and environmental factors and concepts to elite athlete development.

Intellectual / Professional skills & abilities:

3. Students will develop intellectual skills and abilities to critically analyse the competencies required by a coach to work in a high-performance setting and find innovative and creative solutions to developing talented sports performance.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Students will critically review the impact of wide-ranging physical and psychological training programmes upon performance, long term participation and well-being.

### **How will I be assessed?**

Summative Assessment

Written Resource Pack - CPD handbook

Individually assessed and 100% of overall module grade. This will require students to design a handbook to support the delivery of a programme of CPD in talent identification and development (MLO 1, 2, 3 & 4). 3500 word limit plus supporting appendix which is not included in word count.

Formative Assessment

Formative Assessment included throughout the delivery of the module will include critical analysis (research tutored and research based) of appropriate case studies and journal articles, in-class individual and group presentations and regular spot tests.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Talent Identification and High-Performance Coaching introduces various methods used and challenges faced by high performance coaches in identifying, nurturing an developing talented sports performers. It further provides a systematic understanding of various moderators of talent including the nature versus nurture debate, historical talent development models and the role of early specialization, diversification, relative age effect, psychology, mental health and talent transfer. The module will be delivered using student-centered teaching approaches affording frequent opportunity for engagement within problem-based learning and inquiry orientated strategies, both outside and within scheduled sessions. Students will experience regular formative assessments and various guest speakers from high-performance sport settings. The summative assessments are practically applied and industry relevant. On completion of the module, students will be able to demonstrate how a high-performance coach can best create a suitable learning environment which successfully enhances skill learning and performance, long term participation and overall well-being in sport.

### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

Research Tutored: Students will be guided by all module tutors to engage with a variety of theoretical models and empirical research findings relating to various sport talent identification and development moderators. The intention of this approach is to further critical understanding of what is and how to create a research informed yet practically applied learning environment in which to maximise sports

performance, sustain long term involvement and participation and nurture well-being. The module content will be underpinned by the extant sport expertise literature base to assist students in developing a broad range of academic, professional, personal and vocational skills related to talent identification, development and high-performance coaching.

Research Led: Content covered within both pre-assigned activities and class-based learning environments will be underpinned by traditional and contemporary theoretical, conceptual and applied research findings relating to the various moderators of talent identification, development and high-performance coaching covered on the module syllabus. Selected examples of topics to be examined will include early specialisation and late diversification, relative age effect, role of parents, coaches and peers, birth place effect, nature vs nurture impasse and talent transfer.

## SP6044 Sport Event Management (Optional, 20 Credits)

### What will I learn on this module?

You will learn how to plan, implement, and evaluate a sport event. This module is designed to provide you with a vocationally-relevant sport management experience, founded upon theoretical principles. You are required to work in a group to plan and deliver a sports event, and then individually evaluate one aspect of the event. The module is intended to promote entrepreneurship and creativity as well as personal and collective responsibility by means of a real-life challenge.

On this module you will conduct a critical analysis of sport event literature, evaluate planning models, conduct market research, and reflect on the acquisition of graduate attributes, such as;

- Creativity
- Resilience;
- Teamwork and leadership;
- Advanced communication skills;
- Entrepreneurship and Employability;
- Cultural awareness and ethical behaviour within the sport environment.

Planning, implementing, and evaluating a sports event is challenging. It will test your knowledge and skills across a number of academic disciplines. Similarly, the live project assessments will add a new dimension to your learning experience. They are designed to be authentic, as such you will have a significant degree of autonomy in how you develop your team, conceptualise your event plan, and begin the implementation process. Due to the autonomous, yet supportive, teaching philosophy adopted on this module, you will find it a highly rewarding experience.

Generally through your active engagement with this module, you will develop a portfolio of evidence to demonstrate your professional competencies in a range of skills and attributes, which are transferable and desirable in a number of industry sectors.

### How will I learn on this module?

You will learn through a combination of lectures, seminars, and tutorials. In order to develop your sports event ideas, the main emphasis of the module will be on directed and independent learning. Through focused tasks and reading lists, your event groups will be encouraged to make your own strategic and operational decisions to effectively and efficiently manage your event through the pre-event, implementation, and post-event management phases.

Time spent learning on this module will be divided into interactive lectures, seminars, and group tutorials. The lectures will be delivered in a formal manner; however, you are expected to interact throughout. Seminar sessions will provide opportunities for formative assessment through directed study and the reporting of progress to date. As the module progresses and your needs become more specific, we will begin to focus on learning within group tutorials. These tutorials are student-led, with tutors acting as advisors and critical friends.

At this stage of your academic career we expect you to engage in a significant amount of independent learning, which will enable you to work in partnership with a range of stakeholders.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP site. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

Tutors will support your learning in a variety of ways. We will provide you with a programme of lectures which relate to the learning outcomes of the module. Seminars will provide a supportive environment in which you can discuss and share your sport event ideas. Tutors will provide reading materials, examples and activities for seminars to support the development of your understanding of the sport event planning process. You will also be provided with an electronic reading list which will include essential and recommended reading for the module and its assessment. You will also be supported to explore and engage in your own search for literature to support your curiosity and enquiry into particular areas of sport event management of interest to you and your year group.

Peer learning is central to learning on this module. The group work will enable you to learn from each other and support the learning of others. In your event groups you each will have a role, which you have chosen, and which should be aligned with your career aspirations; therefore, you will have an opportunity to explore how a team of individuals can work together to achieve a common goal.

Contact details for all tutors for this module are available in the module handbook and via the eLP and where appropriate and with your agreement, answers to your queries that would be beneficial to the whole group will be posted on the eLP discussion board so all may

benefit.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>

(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. You will be able to critically analyse the effective operation of one aspect of the management of a sports event.
2. You will be able to plan and execute a student-initiated sports event organised through a coordinated team of individuals and a defined budget.

Intellectual / Professional skills & abilities:

3. You will be able to demonstrate applied skills in effective decision-making, problem-solving, communication, organisation, control and time management.
4. You will be able to demonstrate an effective use of a number of traditional and contemporary communication strategies, which are appropriate the message being sent and the needs and preferences of its receiver.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. You will be able to evaluate and reflect on your ability to work as part of a team and as an individual. In particular, you will reflect on your employability as a graduate.

### **How will I be assessed?**

All of the seminar tasks and tutorial support is designed to act as formative assessments. You will work closely with the module tutors to plan and implement your event. As part of this process you will be provided with examples of industry event plans, and evaluations. There are two assessments on this module (assessment 1 is split into two parts):

Assessment 1:

Part a: Event Plan - 2500 word (group). Your group event plan will state exactly how your event will be implemented. It will include appendices which outline the planning processes, and include a risk assessment and insurance details. MLOs 2, 3, 4. Assessment 25%

Part b: Event Implementation (group). Your group will be assessed on the implementation of the event, which you have planned to meet a stated aim and set of objectives. MLOs 1,2,3,4,5. Assessment 25%

Assessment 2: Event Evaluation / Reflection - 1500 words (individual). In this assessment you will evaluate a theory underpinning the planning and implementation of your event. You will also reflect on your learning journey, in relation to your employability. MLOs: 1, 5. Assessment 50%

Feedback: Assessment Part A feedback will be provided one week before your event. This will enable you to consider any suggested improvements. It should be noted, however, that any event which has not been satisfactorily risk assessed and / or has no insurance cover will not be allowed to progress to the implementation stage.

Assessment Part B initial feedback will be provided at conclusion of your event. Further feedback will be provided within four days of your event; the immediacy of the feedback is designed to enable you to make immediate progress on your evaluation / reflection.

Assessment 2 feedback will be provided twenty days following the final event. No marks will be made available until 20 days after the final event.

Formative Feedback will be provided throughout the module by the staff team.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Sport event management is frequently described as the best final year module. This is because it is assessed through a live project, enabling you to apply the knowledge and skills, which you have acquired throughout your degree, in a real-world context. For example,

to successfully plan and implement your event, you will need to apply knowledge and skills related to team working, strategic planning, market research, negotiating, sponsorship, customer care, entrepreneurship, and so on.

You will work in a group of six, to plan and implement a sports event that you have devised based on your market research; you will then evaluate the event and reflect on how it has enhanced your employability. This module provides you with an opportunity to significantly enhance your CV; demonstrating your ability to plan, implement and evaluate your own sport event, network within the event management industry, and to employ emerging technology to promote your event and yourself. It is little wonder that so many of the students on this module find professional employment in the events industry.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

A holistic research rich learning strategy is fundamental to the successful achievement of the live projects associated with this module. You will learn the theories of event management through a research led approach. In practice, this means that you will be introduced to a number of event planning frameworks, which you will be expected to critically analyse for suitability. Similarly, in a research orientated approach we will discuss the methods associated with market research for events. This will include evaluating applied academic and industry methods of conducting market research. In addition, in research tutored sessions you will be expected to critically engage with research outputs from a number of sources, as you begin to conceptualise and test the feasibility of your event.

As part of your conceptualisation and feasibility testing you will employ research / enquiry-based approaches to conduct market research. You are encouraged to use the most suitable and innovative methods to communicate with your target market; this may be face-to-face, through social media, or by observing similar events. Once you have the results of your market research, you will analyse it and decide whether the feasibility criteria have been met.

The event management module will provide you with an opportunity to fully engage with a number of complementary research rich teaching strategies in a real-world context.

## **SP6045 Applied Coaching of Individual Sports in an Educational Setting (Optional, 20 Credits)**

### **What will I learn on this module?**

The module aims to provide students with the opportunity to build upon and apply the knowledge, skills and experience gained to the teaching of net wall games and individual activities, such as badminton, gymnastics and athletics. Throughout the module you will have the opportunity to further develop your coaching skills and practice but with specific emphasis on utilising these in order to teach the skills and techniques involved in individual activities and net wall games in a school environment. A major part of this module will be the opportunity to develop your practical skills and gain a critical understanding of how to develop these with students in an educational context.

### **How will I learn on this module?**

You will develop your ability to apply theory to practice through a combination of lectures, seminar activities, practical workshops, demonstrations, supervised practice time and self-directed activities. Taught content will be both staff and student led, with an emphasis placed on you engaging sport specific practical skills and their application in an educational context. The practical sessions will enable you to become familiar with a wide range of training techniques and associated seminar sessions will be used to critically analyse those methods and apply them to the coaching process. You will also have the opportunity to review your own and others context-specific planning, delivering and coaching practice. You are strongly encouraged to engage in independent study through the provision of reading lists and topics to be covered in preparation for seminar sessions.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. Practical sessions will aid with the application of theory, with seminars further cementing the knowledge and understanding of both lecture and practical content. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

#### Knowledge & Understanding:

- \* 1. Critically analyse and apply the pedagogic issues related to teaching individual sports in practice and critically review your own coaching practices and delivery methods in relation to these needs to enhance learning and performance.
- \* 2. Critically examine a student(s) performance and apply coaching practice principles with regard to the application of skills development in the delivery of inclusive and safe coaching.

#### Intellectual / Professional skills & abilities:

- \* 3. Plan and design coaching sessions which meet the developmental needs of the student(s).

#### Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

- \* 4. Demonstrate a broad range of skills including awareness of health and safety, knowledge and critical awareness of moral, ethical, and legal issues in sports coaching when coaching individual sports in a school setting including.

#### How will I be assessed?

##### Summative Assessment:

1. Students will design a programme of study for a designated net / wall or individual sport taught on the module for either Key stage 2, 3 or 4 as stipulated in the assessment brief. 2000 words. (LO 3 & 4) (30%).
2. Applied Presentation (applied presentation as per the module assessment guidelines) Students will present a session based on one of their sessions from the Programme of Study (LO 1, 2) (70%).

##### Formative Assessment:

Includes practical coaching, critical analysis of appropriate case studies and/or real-life athlete performances and in-class individual and group presentations. You will receive both tutor and peer feedback on the tasks supporting formative assessment.

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

#### Pre-requisite(s)

N/A

#### Co-requisite(s)

N/A

#### Module abstract

A major part of this module will be the opportunity to develop your own practical skills in activities such as gymnastics, badminton and athletics and gain a critical understanding of how to develop these with students in an educational context. The aim is to provide you with the opportunity to build upon and apply the knowledge, skills and experience gained to the teaching of net wall games and individual activities. Throughout the module you will have the opportunity to further develop your coaching skills and practice but with specific emphasis on utilising these in order to coach the skills and techniques involved in individual activities and net wall games in a school environment. On completion of a successful module you will have developed a range of new skills that can be applied to a variety of employment opportunities within the sector.

#### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

Teaching and Learning in this module is based upon research so that your understanding of coaching pedagogy, the planning and delivery process and coaching practice is clearly linked to evidence and your learning benefits from your directed inquiry into coaching individual sports.

Your learning on this module can be identified as research tutored which is focused on your active discussion of research and research outputs. You will be guided by tutors to engage with a variety of theoretical concepts and empirical studies relating to coaching pedagogy with the purpose to understand how to implement effective coaching interventions in specific educational contexts. This module will draw on previous and current research to assist you in gaining a wide variety of knowledge and allow them to create and develop your own coaching programmes / schemes for individual sports. It also incorporates research led aspects with taught lessons and practical sessions being guided by contemporary research relating to the main concepts of coaching pedagogy.

## SP6046 Global Sport Business and Management (Optional, 20 Credits)

#### What will I learn on this module?

This module aims to enable you to develop an understanding of key elements of the global sport industry. You will be introduced to the contemporary principles of management in international sport business and will learn about economic and social benefits that sport brings across the globe. Topics that will be covered in this module include international sport governance; globalisation of sport; international sport events; bidding for them and their impacts and legacies; managing international sport brands and rights; the impact of technology on global sport; international athlete management and role of intermediaries; sport as an instrument of soft power; international sport tourism; and the sustainability of international sport industry.

#### How will I learn on this module?

The taught content will be delivered and provided in a variety of interactive teaching formats, and you will be able to access materials on the e-learning portal. There will be the opportunities to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. You will learn through lectures, seminars and independent learning. The lectures will cover theories and concepts that will enable you to tackle a series of tasks and case studies. You will work on these during seminar sessions to apply theory to practice and to gain a greater understanding of global sport business and management. Case studies of major international sport organisations, events and initiatives will be used to develop your understanding of contemporary global sport business practice. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members will provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. During these meetings, there will be opportunity to gain support for (but not limited to) module content as well as general module enquiries and issues. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions. Additionally, students will have access to a discussion board (on the module site) where enquiries and issues relating to the module can be raised with module staff and peers.

If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team <http://library.northumbria.ac.uk/readinglists>)

### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Demonstrate an understanding of key frameworks of global sport business.
2. Recognise challenges and opportunities in managing sport across countries and continents.

Intellectual / Professional Skills & Abilities:

3. Evaluate how globalisation influences the sport industry in a variety of international contexts.
4. Critically appraise how the knowledge and skills gained on the module build upon professional competencies and how these could be applied to broaden career horizons and think globally.

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA):

5. Demonstrate cultural awareness and adopt intercultural management mindset when considering and debating international sport case studies

### **How will I be assessed?**

Formative assessment:

Formative Assessment throughout the delivery of the module will include critical analysis (research led) of appropriate case studies and in-class presentations. Students will receive both tutor and peer feedback on all formative tasks.

Summative Assessment:

Case Study Analysis (100%; 3,000 words)

Students are required to analyse an international sport case study of their choice focussing on opportunities and challenges present in contemporary sport business. (MLOs 1, 2, 3, 4 and 5).

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A



## Co-requisite(s)

N/A

## Module abstract

As more and more sport organisations, brands and athletes target international markets, the Global Sport Business and Management module will offer you an insight into how the international sport industry operates. On this module, you will work with staff who possess a vast knowledge of international sport management and substantial practical experience of working in sport across countries and continents. The assessment on this module is practically applied and industry relevant, as you will critically analyse a real-life case study of an international sport organisation, event or initiative of your choice. Together with the professional competencies you will have built throughout the programme, the knowledge and skills gained on this module will boost your career aspirations and give you a cutting edge in an increasingly globalised world of sport business.

## ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

**Research Led:** You will be guided by tutors to engage with a variety of frameworks and aspects of global sport business management. The module content will be underpinned by the contemporary sport management literature to assist you in developing a range of academic, professional, personal and vocational skills relevant for sport managers in international context. The module will draw on current research to assist you to engage with the complexities of the subject area.

**Research Tutored:** The research tutored aspect will highlight the importance of applying research. Members of our staff have a wealth of experience in undertaking international sport management research and working internationally within the sport business and governance frameworks. Such insight will allow you to actively engage in discussion of global sport case study examples, providing you with real world emphasis that allows you to relate the theoretical concepts to practice.

## SP6047 SER Professional & Career Development (Optional, 20 Credits)

### What will I learn on this module?

This module is focused on you gaining experience with the sport, exercise and rehabilitation industry using a variety of professional and career development opportunities to suit your own needs; including, but not limited to work-based experience, shadowing professionals, attending workshops/courses/conferences, and careers events. Therefore, much of the learning on this module takes place away from the classroom and out in the sport, exercise and the rehabilitation industry. This module is designed to provide you with the opportunity to undertake an individually tailored programme of professional and career development activities, which you design, relevant to your own sport/exercise/rehabilitation-related career interests and needs. In addition, you will develop your knowledge and understanding of the value of professional and career development activities in enhancing employability within the sport, exercise and rehabilitation industry. It is an opportunity to take the learning you have gained in other modules and put it in to practice within the real-world settings.

### How will I learn on this module?

This module is designed to provide you with the opportunity to undertake a tailored programme of professional and career development activities relevant to your own sport/exercise/rehabilitation-related career interests and needs. In addition, you will develop your knowledge and understanding of the value of professional and career development activities in enhancing employability within the sport, exercise and rehabilitation industry. As part of the module, you will also be encouraged to develop your critical reflection skills both in reflecting upon your own professional and career development and your awareness of the wider sport, exercise and rehabilitation industry. Module content will be based around understanding the meaning of employability within the sport, exercise and rehabilitation contexts, exploring professional and career development, work-based learning, and developing employability-based skills such as action planning, reflection and interview skills to enhance your work readiness.

### How will I be supported academically on this module?

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services where you can gain access to study skills / academic writing and support materials, as well as links to booking both on and off campus study skills sessions.

### What will I be expected to read on this module?

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
<http://library.northumbria.ac.uk/readinglists>)

### What will I be expected to achieve?

By the end of the module, students will be able to:

Knowledge & Understanding:

1. Demonstrate engagement with your own professional and career development.
2. Use critical reflection to evaluate your own development within a professional sport, exercise and/or rehabilitation industry context, to help to direct your future professional development needs and career interests.
3. Critically appraise the literature on employability in relation to your chosen professional and career activity.

Intellectual / Professional skills & abilities:

4. Develop the ability to critically reflect on your current thinking and the thinking of others regarding sport, exercise and/or rehabilitation industry-based issues and needs.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

5. Through reflection you should be able to show understanding of the current context of sport, exercise and/or rehabilitation employability and the ethical & moral issues which need to be considered.

### How will I be assessed?

Summative Assessment:

There are two assessments on this module which are designed to take you through the process of planning, implementing, and reflecting on your professional and career development. The assessments are:

1. Professional and career development action plan (2000 words) worth 50% of the module total assessment. (MLOs 2, 3, 4)
2. Self-Reflection Viva (20 minutes) worth 50% including evidence of professional and career development activity. (MLOs 1, 2, 5)

Formative Assessment:

You will be allocated a staff supervisor on this module who will be able to support you in preparing the assessments and planning your programme of professional and career development activities.

Taught sessions will include specific guidance and tasks/simulation around action planning and interview skills. You will be given the opportunity to practice and receive feedback in these areas before the final assessments.

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### Pre-requisite(s)

N/A

### Co-requisite(s)

N/A

### Module abstract

This module is focused on you gaining experience with the sport, exercise and rehabilitation industry using a variety of professional development opportunities to suit your own needs; including, but not limited to work-based experience, shadowing professionals, attending workshops/courses/conferences, and careers events. Therefore, much of the learning on this module takes place away from the classroom and out in the sport, exercise and rehabilitation industry. This module is designed to provide you with the opportunity to undertake an individually tailored programme of professional and career development activities, which you design, relevant to your own sport/exercise/rehabilitation-related career interests and needs. In addition, you will develop your knowledge and understanding of the value of professional and career development activities in enhancing employability within the sport, exercise and rehabilitation industry. It is an opportunity to take the learning you have gained in other modules and put it in to practice within the real-world settings.

### ^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^

Teaching and learning approaches include a research-led element as staff draw upon their personal research interests and experience to help you discover the latest insights. There will also be a research tutored element as students will be encouraged to critique academic articles and texts to inform their discussions around SER professional and career development. Students will be encouraged to develop their understanding of the importance of applying theoretical concepts from the literature into practical, work-based environments. You will also have the opportunity to engage in research orientated real life case studies of contextual working environments from which you can discuss and draw your own conclusions and reflections to offer recommendations for effective professional and career development.

## SP6048 Health, Exercise and Behaviour Change (Optional, 20 Credits)

### What will I learn on this module?

This module provides you with an understanding of the role of physical activity and exercise in relation to health, the theories of behaviour change and how the theories are applied in practice. In the first half of the module, you will gain an understanding of the physiology of physical activity and exercise, and how this can prevent and manage a number of health conditions in a range of populations. The latter half of the module focuses on providing you with an insight of behaviour change including factors that influence behaviour change and an understanding of how such models can be applied in practice. The module will review current health promotion strategies and initiatives to enable you to develop your skills and competencies in evaluating empirical evidence and in designing health-based intervention strategies.

### **How will I learn on this module?**

The taught content will be delivered and provided in a variety of formats, and you will be able to access materials on the eLP. There will be the opportunity to work in smaller groups with discipline specific members of staff who will facilitate context driven discussion and learning. Sessions will include details of the basic conceptual framework for each topic. Staff will also facilitate more in-depth discussion of current research in the field, real world scenarios, and problem-based case studies to enable you to develop both your critical thinking and problem-solving skills. You will also be set independent tasks informed by key literature to complete outside of class time to further develop your understanding of the taught content. You will be encouraged to engage in independent study, in particular the reading of current journal articles, in order to further your knowledge base and develop critical thinking.

### **How will I be supported academically on this module?**

Module information, assessment requirements and expectations, and important module announcements will be made through the eLP. Material to support your learning will be uploaded in advance of sessions. You will be provided with content verbally and guided through tasks during timetabled sessions. A dedicated assessment session will afford you the opportunity to ask assessment related questions in class. The Module Leader is there to support you with any queries that you may have about the module content, and all staff members provide tutorial time outside of class time. Module tutors will provide you with the necessary information on how to arrange a tutorial. You will have the opportunity to receive formative feedback on your development during the module, and you will receive feedback on summative work to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial. There are also further academic skills support available from the University Library services. If this module is in option pot two for your programme, you will receive advice and guidance at a module options event to help you make an informed decision about how it fits with your own academic and professional development. Online pre-learning material will be made available to help you prepare for the module.

### **What will I be expected to read on this module?**

All modules at Northumbria include a range of reading materials that students are expected to engage with. The reading list for this module can be found at: <http://readinglists.northumbria.ac.uk>  
(Reading List service online guide for academic staff this containing contact details for the Reading List team  
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### **What will I be expected to achieve?**

Knowledge & Understanding:

1. Demonstrate a critical understanding of the role of physical activity, exercise and/or nutrition in relation to health in a range of populations;
2. Critically evaluate behaviour change strategies and the relevance of psychological factors in the design of intervention programmes.

Intellectual / Professional skills & abilities:

3. Understand and apply a multidisciplinary approach to interventions for health.

Personal Values Attributes (Global / Cultural awareness, Ethics, Curiosity) (PVA):

4. Demonstrate an awareness of differential needs from individuals with varied health status and diverse multi-cultural backgrounds.

### **How will I be assessed?**

You will be required to design a work-based intervention to promote improved health and wellbeing (3000 words) (100%). This assessment will address all module learning outcomes (KU 1,2; IPSA 3; PVA 4).

This assignment will evaluate your ability to understand the underpinnings of health interventions including the physiological basis of interventions and behaviour change strategies.

Formative assessment will be provided to you, which could be based on your performance to critique a real-world scenario, problem solving a case study or a task of a similar nature. You will be provided feedback from staff and peers which will be of use when designing your intervention to promote health and well-being.

Summative Feedback

You will receive written or audio feedback on your summative assessment to help you identify areas of strength and areas for development. There will be the opportunity to discuss your feedback with a member of staff during a tutorial.

### **Pre-requisite(s)**

N/A

### **Co-requisite(s)**

N/A

### **Module abstract**

Health, Exercise and Behaviour Change is a multidisciplinary module that will provide you with an understanding of the role of physical activity, exercise and nutrition in relation to health, the theories of behaviour change and how the theories are applied in practice. This module will allow you to examine the latest research on strategies used to promote health and wellbeing. You will be tasked with being creative in changing behaviour to improve health. You will gain an understanding of the physiology of physical activity and exercise, and how this can prevent and manage a number of health conditions in a range of populations. Furthermore, you will gain an insight of behaviour change including factors that influence behaviour change and an understanding of how such models can be applied in practice. The module will review current health promotion strategies and initiatives to enable you to develop your skills needed in careers in healthcare and public health.

#### **^Programme Framework for Northumbria Awards Research Rich Learning Design Pillars^**

This module promotes a mixed research paradigm approach. Some sessions will be research led, with sessions delivered by staff, and guest speakers, actively engaged in research in the area. You will also attend seminars where you will be encouraged to adopt a reasoned, and objective, viewpoint on a topic, based on critical evaluation of current evidence and practice, and to defend that viewpoint in guided debate (Research Tutored). You will then have the opportunity to critically evaluate and discuss research papers and methodologies in interactive lectures and seminars. Sessions will comprise of keynote lectures and small-group sessions to provide you with an understanding of current literature. (Research Tutored) Throughout the module there is a strong emphasis on data accuracy and scientific integrity. The assignment requires you to independently gain an understanding of current practice, and to critically synthesise that information. (Research Orientated) Throughout the module you will be made aware of the ethical and professional competencies and sensitivity required when working with groups of different health status, and individuals from multi-cultural and ethnically diverse backgrounds (Research Based).

## **JG5001 Academic Language Skills for Sport Exercise and Rehabilitation (Core – for International and EU students only, 0 Credits)**

### **What will I learn on this module?**

Academic skills when studying away from your home country can differ due to cultural and language differences in teaching and assessment practices. This module is designed to support your transition in the use and practice of technical language and subject specific skills around assessments and teaching provision in your chosen subject. The overall aim of this module is to develop your abilities to read and study effectively for academic purposes; to develop your skills in analysing and using source material in seminars and academic writing and to develop your use and application of language and communications skills to a higher level.

The topics you will cover on the module include:

- \* Understanding assignment briefs and exam questions.
- \* Developing academic writing skills, including citation, paraphrasing, and summarising.
- \* Practising critical reading and critical writing
- \* Planning and structuring academic assignments (e.g. essays, reports and presentations).
- \* Avoiding academic misconduct and gaining credit by using academic sources and referencing effectively.
- \* Listening skills for lectures.
- \* Speaking in seminar presentations.
- \* Presenting your ideas
- \* Giving discipline-related academic presentations, experiencing peer observation, and receiving formative feedback.
- \* Speed reading techniques.
- \* Developing self-reflection skills.

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- \* Speed reading techniques.
- \* Developing self-reflection skills.

### **How will I learn on this module?**

This module is taught by interactive seminars and use of practical group activities in the sessions.

The material delivered in practical workshops is designed to enhance your capabilities as an independent learner. This will involve significant self-directed learning and will test your ability to interact with others during group sessions. The sessions will be tailored to address some of the specific issues that you meet within your chosen discipline. When working in groups the nature of the activity will vary from group to group depending upon your specific programme of study. For example, you will develop your critical analysis and critical writing skills by analysing the work of other academics according to the requirements of your programme/module assignments. In addition to the core topics listed, your learning will be supported by your own selfreflection of your skills and academic areas of interest and you will be asked to share these in specific sessions.

Individual attendance and your participation in group work is essential to your learning and as such forms part of your summative assessment. You will be expected to participate in the practical classes having completed directed pre-reading and preparation tasks provided by your tutor. Additional directed learning will be provided to support the development of your skills base, the use of the e-learning platform and support your self-reflection.

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Teaching staff operate an open door policy for students meaning you can approach them anytime during normal office hours, or via email, to answer questions, receive feedback and support your learning on the module.

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Please note: the information in this document is correct at the time of printing (04/03/2024) but may be subject to change.  
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