

## Course Information Sheet

# BSc (Hons) Sports Coaching and Physical Education

**Mode and course length** – Full-Time (4 years)

**Location** – ARU Cambridge Campus

**Awarding Body** – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

## Overview

Want to be a PE teacher or professional sports coach? Learn to instruct, train and direct athletes or teams on our innovative, extended degree. You'll gain hands-on experience with placements in the local community, schools and sports clubs, whilst building on your scientific knowledge in our Cambridge labs.

If you don't have a background in sports science, or are returning to education and would benefit from a warm up year, this foundation year will teach you the essential biological principles you'll need to build upon to be an effective coach.

From there, our course will teach you the most important aspects of sports coaching and physical education. You'll focus on sport development, applied coaching pedagogy (how people teach and learn), athlete development, physiology and psychology. You'll learn how to apply all of this knowledge and as a result, help make your coaching more effective.

You'll use our specialist facilities to support your learning, benefiting from the Human Energetics and Performance Centre, with its specialist equipment including notational analysis software and heart-rate monitors, breath-by-breath oxygen-analysis systems and accelerometers in our strength and conditioning suite.

While on the course, you'll have the opportunity to gain nationally recognised coaching qualifications, do work placements in local schools and sports clubs, and apply for our internship programme to spend time working with professional sports teams. You'll develop experimental and analytical skills, as well as transferable skills such as communication, teamwork, problem solving, creative thinking and independent working.

We also offer optional training programmes to improve strength and conditioning and you'll have the opportunity to join a number of sports clubs and societies as part of Active Anglia.

We work closely with Living Sport and Cambridge City Council to provide additional work experience opportunities. You'll work on community projects that will improve the confidence and ability of those from disadvantaged backgrounds, opening up opportunities to work in youth development in the future.

In your final year you'll have a unique opportunity to choose between a final year research project or you can choose to work in industry and deliver on an organisations strategic priority, as a result creating a service/product that helps them fulfil their needs.

To top it all off, the Cambridge Centre for Sports and Exercise Sciences offer an Excellence in Sports seminar series, where you'll get to learn from guest speakers from industry.

Check out our scholarships and bursaries that we offer to promising athletes.

## Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

## Assessment

Throughout the course, we'll use a range of assessment methods to help you and your tutors measure your progress. We'll assess you throughout each year, meaning that we can help you stay on the right track.

You'll complete exams, practical skills tests, presentations, scientific reports, data-handling exercises, case study critiques, computer assessments and a research project on a topic of interest.

## Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

## Additional Costs

Approximately £200 per annum (includes appropriate sports attire, professional development awards, visits to external industry sites and poster/ project printing)

## Modules

### Core Modules

#### **Year 1: Foundation in Sports Science**

This module will provide students with the necessary skills to begin studying at level 4 in courses related to Sports and Sports Science.

Students will be introduced to the core skills necessary to succeed in higher education, including researching and referencing appropriately, demonstrating appropriate ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, students will be introduced to the various scientific disciplines underpinning sports sciences. Fundamental mathematical skills will be covered in order to support students' other subjects and give them confidence in manipulating data.

Students will be introduced to molecular and cellular biology, and how these fields are applied to real-world investigations. Students will also study the biology of micro and macro organisms, with reference to both human and animal structures.

Students will be introduced to the core concepts of chemistry, with a particular focus on organic chemistry, and will also be given a grounding in the core principles of physics, applied to living organisms.

Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Psychology
- Maths for Scientists
- Cellular Biology
- Biology – Physiology
- Chemistry
- Physics for Life Sciences

## **Year 2: Organisation and Structure of Sport**

All sport practitioners, at whatever level, operate within and around sport organisations, systems, and structures. This broader socio-political organisational environment enables and constrains how sports practitioners operate. Consequently it is important to appreciate this broader environment in order to understand your role within it and how to navigate it in the most efficient and effective manner. During the module, students will develop an understanding of how sport organised and structured in the UK (and abroad), the dynamic and complex nature of the sport industry, and the role and influence of organisations and various governmental agencies (e.g., Sport England and UK Sport) in overseeing and delivering sport and physical activity. As well as the module specific knowledge you will also further enhance your key employability skills of written communication and your professional credibility by demonstrating your knowledge and understanding of the sports industry.

## **Year 2: Introduction to Human Movement**

This module introduces you to the fundamentals of human movement. The module provides a sound grounding in the fundamentals of human movement and provides the essentials for further study in Biomechanics.

The module will introduce you to the concept of qualitative movement diagnosis (QMD). QMD is an observational approach to analysing human movement. This is a skill which is fundamental to all Sports Coaching, Sport Science, Health and Exercise and Physical Education practitioners. You will also study the types of motion a body can have, including the concepts of distance, speed and time and displacement, velocity and acceleration. These kinematic motion quantities will be explored practically and graphically.

The importance of Newton's laws and the net external force to all movement will be explained, giving you an insight into how limb rotation can produce translational movement. The anatomical quantities of mass, weight and centre of mass will be investigated and the links drawn with the body's kinetic and potential energy.

In this module you will study and explore the content within the context of real sporting actions such as:

standing, walking, running, jumping and throwing and by using the techniques of video analysis, experimental investigation and computer aided data analysis. The module will enable you to develop transferable skills such as IT, numeracy and communication and will encourage you to become an independent thinker with good study habits.

## **Year 2: Pedagogical Principles in Sport**

This module will introduce the key theoretical and practical concepts that underpin contemporary coaching theory and practice. By the end of the module you will have developed an appreciation of the coaching process in terms of the pedagogical, managerial, behavioural and ethical components which enable good practice. The key areas addressed include the roles, techniques, and planning skills of a good coach. The quality of a coach will be assessed in relation to their adherence to the professional code of conduct, their awareness of health and safety issues and their understanding of how a coaching session should progress.

The skills of a coach will be considered by experiencing coaching practice and evaluating the use of various communication and organisational skills such as time management and problem solving. The techniques used by coaches to deliver a successful session will be identified by examining and experiencing different styles of coaching and guidance. These concepts will be taught using an integrated approach, examining how all of the components link together to achieve success in coaching. The module explores learning and how the ability to learn is dependent on the coach athlete relationship and the approaches adopted by the coach. This module will be of particular interest for those who want to further their understanding of the interdisciplinary nature of coaching and teaching. Standard texts are available via the library and more specialist literature is online.

## **Year 2: Anatomy and Physiology**

The module introduces the fundamental aspects of human anatomy and physiology in order to understand how the body responds and performs to physical activity. The regulation of the human body to stress (exercise) relates to an intricate set of homeostatic events, enabling different systems to increase their overall physiological output to sustain effort. The structure and function of the main organ systems in the body; the musculoskeletal, respiratory, cardiovascular and digestive systems will be examined and reviewed in relation to rest and in response to exercise.

In this module you will study and explore the content through lectures, seminars and laboratory based practical's where the functional and homeostatic principles will be applied and examined under changing conditions. As well as providing you with subject specific knowledge, this module will enable you to develop a number of specific employability skills related to practical (laboratory) techniques and general skills related to data collection, data handling and data presentation.

In addition to the key text identified below, specialist literature will be identified on our [ReadingLists@Anglia](#) module site – and will be used to support the learning outcomes.

## **Year 2: Research Methods for Sport and Exercise**

This module will provide an introduction to the core skills required for research in the area of sport science and sports coaching set in the context of a higher education environment. The module will act as key foundation within the degree programme providing wider skills for study and research. The module will seek to develop the skills and attributes required to initiate an understanding of the research process and stages associated with it and also an appreciation of different types of research. You will also develop an understanding of the different types of data that can be collected within your course area. The module will seek to develop a good awareness of the data analysis process, utilising different IT skills and IT programs. Finally, academic best practice will be discussed and evaluated which will cover themes such as writing skills and plagiarism. Key employability skills will be developed through out this module – particularly how to construct oral and written reports using appropriate formatting, language and citations.

## **Year 2: Sport and Exercise Psychology**

An appreciation of the psychological aspects of sport and exercise participation is vital to the holistic understanding of the participant. The primary focus of this module is to introduce you to key topics within Sport, Exercise and Performance Psychology and aims to give you an understanding of the psychological factors which may enhance, or inhibit sports performance and exercise participation. Such factors could include pre-competition nerves, attention control, self-confidence and motivation. You will be encouraged to reflect upon your own experiences in relation to these psychological factors and to consider the varying psychological demands of different sports and levels of participation. The module will be delivered through weekly three hour sessions combining lecture, seminar and tutorial elements.

Lectures will involve discussion and analysis of the current state of knowledge in specific key topic areas of sport, exercise and performance psychology. The seminar and tutorial sessions centre on group and individual tasks designed to support the lecture content and assessment elements. As well as providing you with subject specific knowledge, this module helps develop a number of transferable skills including those relevant to general employment including team work and report writing.

## **Year 2: Exercise Physiology and Nutrition**

Following on from your understanding of human anatomy and physiology, this module aims to provide an overview of the fundamental principles of exercise physiology and nutrition as applied in Sport Science/ Coaching/ Therapy and Strength and Conditioning contexts. The module considers two key areas: energy demands of sport and exercise, and basic exercise assessment. Within the first area (energy demands) you will explore the principles of exercise metabolism as applied to both anaerobic and aerobic exercise. This will lead to discussion around metabolic pathways and energy demands of different types of exercise which will support your learning around training development and adaptations to exercise. An important aspect of this will be the interconnection between nutrition and metabolic demands of exercise, in which you will explore the role and contribution of the main macro-nutrients in our diet to fuel exercise, and how nutrition supports exercise adaptations.

The second main area explored within this module is the concept of basic exercise assessment. By the end of the module you will have developed practical skills relevant to undertaking a basic 'fitness' assessment on a client (as typically used in health and applied sport settings). As part of this, you will be expected to collate logbook material related to all practical sessions and develop team-work skills relevant to working within a multi-disciplinary team setting.

The content of this module will be covered through weekly lecture sessions followed by aligned practical laboratory sessions. The practical sessions are designed to progressively build a collection of exercise-testing skills pertinent to both the logbook and the final team-based practical assessment. As well as providing you with fundamental subject specific knowledge pertinent to your respective degree, this module will develop various employability skills associated with data collection, evaluation and interpretation of results, working within team settings and applied testing skills.

## **Year 2: Applied Sport Pedagogy**

This module will develop and apply the key theoretical and practical concepts that underpin contemporary coaching theory and practice. By the end of the module you will have developed an understanding of the coaching process in terms of the pedagogical, managerial, behavioural and ethical components which enable good practice. The key areas addressed include the roles, techniques, and planning skills of a good coach. You will begin to assess the quality of your own and others' coaching and teaching in relation to adherence to professional codes of conduct, awareness of health and safety issues and understanding of how a session should progress. The skills of a coach/teacher will be considered by experiencing coaching practice and evaluating the use of various communication and organisational skills such as time management and problem solving. The techniques used by coaches to deliver a successful session will be developed by experiencing and examining coaching and feedback. The module explores the idea of enhancing athletes' learning through adopting different approaches and relationships as a coach.

These concepts will be taught using an integrated approach, examining how all of the components link together to achieve success in coaching. The module will help develop key transferable and employable skills in communication, organisation and analysis of coaching practice, which will be assessed by a variety of coursework methods including a portfolio of reflections on practice and computer based assessments. This module will be of particular interest for those who want to further their applied understanding of the interdisciplinary nature of coaching and teaching. Standard texts are available via the library and more specialist literature is online.

## **Year 2: Professional Development - Level 4**

At Anglia Ruskin University we strive to ensure that students receive an outstanding Academic Education and Student Experience and understand that, whilst embedding employability skills within the credit-bearing curriculum is important, it is only part of the set of achievements needed in order to obtain career employment.

This 0-Credit module will be used to track and verify the progress students have made with respect to key employability skills and endeavour. Students will work closely with their personal tutor, SU Volunteering Service, Study Skills Plus, and the Faculty Employability Advisor to engage with co-curricular and extracurricular opportunities and activities to enhance their personal attributes.

## **Year 2: Gym Instructor (REPs Levels 2)**

The Register of Exercise Professionals (REPs) is the independent, public register that recognises qualifications and expertise in the health and fitness industry. Gaining entry to REPs give employers and the public assurance of competence in the chosen vocational area. This module gives the student the opportunity to combine the knowledge they have gained during the other level 4 modules and start the process of gaining entry to REPs at Level 2. They will combine learning from other level 4 modules with knowledge and skill specific to gym instruction. This will include: devising and delivering basic exercise programmes and delivering an exercise session.

In this module, the student will collate and be assessed on the Core Knowledge requirements and required National Occupational Standards for Exercise and Fitness (SKAEF1-4) for entry onto the register.

## **Year 3: Applied Research Skills**

This module follows, and expands upon the knowledge and experience gained from the Level 4 module Research Methods for Sport and Exercise. The primary purpose of this module is to develop the knowledge-base and applied skills required to produce a substantive independent report supported by research and data interpretation. As such this module focuses on two interrelated areas of study; applied data collection and interpretation with respect to the research process. These two areas will be delivered with recognition of the two paradigms of research – Quantitative and Qualitative research designs. It is well recognised that both of these research paradigms provide different, but complementary, opportunities to collect and evaluate coaching, health, and sports science data for a perspective or objective review of scientific evidence and applied practice.

This module will provide opportunities to apply knowledge and key employability skills related to research design and presentation in a safe environment, and allow students the opportunity to evaluate which research designs would best suit their choice of Level 6 module (Undergraduate project or Advanced Work Placement).

In addition to the key text identified below, specialist literature will be identified on our ReadingLists@Anglia module site – and

will be extensively used to support the learning outcomes.

### **Year 3: Sport Development**

This module introduces students to the principles, processes and practices of sport development. Sport development is an equivocally contested, dynamic, and constantly evolving process of creating and enabling sporting opportunity and developmental pathways in order to increase participation levels and/or achieve international sporting success. The sport development process is explored in an applied manner and through political and management theoretical lens. It also builds on the organisation and structure of sport module in the first year by examining further the influence of government policies and the socio-political nature of the movement industry. As well as the module specific knowledge you will also further enhance your key employability skills of written and verbal communication, independent working, leadership and time management. As part of this module students facilitate a sport development initiative.

### **Year 3: Performance Analysis**

In order to maximise the performance of their team coaches surround themselves with support staff including strength and conditioning coaches, physiotherapists, psychologist and many more. One of key members of support staff embedded within sports teams in modern sport is the analyst. In the vast majority of individual sports such as gymnastics, diving, swimming and athletics this is most likely to be in the form of a biomechanist but in other sports such as team based sports, combat sports and racket based sports this is more likely to be a performance analyst.

This module will focus on the underlying principles of being a performance analysts including hand notation, creating key performance indicators, reliability and validity of data and the use of software.

Whilst predominantly theoretical in nature students will be expected to code matches/games/contests from their sport using a form of notational analysis. This module will require some of the core skills of employability including data management, planning, and time management.

### **Year 3: Psychological Profiling for Sport**

The role of psychology in sports performance is becoming increasingly recognised with many athletes now employing the services of sport psychology consultants and using mental skills as part of their training and preparation for competition. Before an effective sport psychology intervention programme can be designed and delivered a process of athlete assessment, or profiling, must be undertaken. This module will extent the knowledge you have gained in the module Sport & Exercise Psychology and will specifically focus on psychological profiling and assessment methods. As such, you will learn the principles of assessing an athlete from a psychological perspective and consider how the findings from such assessments relate to psychological theories and performance issues in the applied setting. A second aim of the module is to examine how we can use these psychological assessment methods from a research perspective. Within this part of the module we will examine how we can use questionnaires and interviews to answer research questions and how we can analyse and present data.

In addition we will examine specific performance issues, profiling tools (for example performance profiling and interview skills) and the selection of interventions will be considered.

The latest research within the topic areas will be examined and discussed and you will be encouraged to apply this research to case study scenarios and real-life situations in seminars and assignments. The module will be delivered through weekly three hour sessions, combining lecture, seminar, tutorial and practical elements. The module will be of particular interest to those who are planning careers in sports coaching or sports science support.

Within the module you will develop the following key skills for a sport and exercise psychology consultant.

- Identify and assess clients' expectations, needs and requirements, negotiating clients' priorities to maximise potential effects.
- Review psychological literature and other information sources for relevant advice, research findings, research methods and interventions.
- Consider use of validated psychometric tests and ensure that new measures are adequately assessed in relation to their psychometric properties, and/or appropriate qualitative techniques.
- In addition, you will develop key skills related to the analysis and evaluation of psychological research data

### **Year 3: Applied Research and Employability**

This module follows on from applied experiences gained from the Level 5 Applied Research Skills with the primary purpose of this module to develop the key competencies that support independent learning and exploration. Within the defined guidelines of create a research project proposal or a proposal for suitable work experience, this module will enable students to act with increasing autonomy through the reduced need for supervision and direction. Finally the module will evaluate the ethical and legal issues related to being an applied research or practitioner with Sport and Exercise Sciences.

Key employability skills related to planning and organisation, self-management and problem solving will be delivered by the University's Employability Service to support students through this module.

In addition to the key text identified below, specialist literature will be identified on our [ReadingLists@Anglia](#) module site – and will be extensively used to support the learning outcomes.

### **Year 3: Applied Teaching and Coaching**

This module aims to bridge the gap between academic theory and practice. The students will practically plan, deliver and evaluate real life coaching sessions with the help of a mentor.

By the end of the module the student will have direct coaching/teaching experience and will have generated a portfolio of practical hours of coaching/teaching. The module will develop an appreciation of mentoring, coaching/teaching and reflection, whilst also developing valuable employability skills such as working in a team, communication and professionalism. The key areas addressed will be those regarding the 'job' of the coach/teacher, from collecting real time information from their athletes/children, through to relating this into a structured plan and delivering this plan via several linked sessions. Finally, evaluating these sessions and then writing a reflection on this process will complete the coaching/teaching cycle. Other employment skills such as time management, administration, organisation, peer feedback and important health and understanding safety requirements of the sector will be addressed.

This module will be beneficial to those wanting to enhance their practical coaching/teaching experience and generate a greater volume of coaching/teaching hours.

### **Year 3: Professional Development - Level 5**

At Anglia Ruskin University we strive to ensure that students receive an outstanding Academic Education and Student Experience and understand that, whilst embedding employability skills within the credit-bearing curriculum is important, it is only part of the set of achievements needed in order to obtain career employment.

This 0-Credit module will be used to track and verify the progress students have made with respect to key employability skills and endeavour. Students will work closely with their personal tutor, SU Volunteering Service, Study Skills Plus, and the Faculty Employability Advisor to engage with co-curricular and extracurricular opportunities and activities to enhance their personal attributes.

### **Year 4: Coaching Philosophy and Ethics**

This module examines the underpinning nature of coaching philosophy and its application in a variety of applied situations. The module has key focuses which are for the students to understand their own coaching philosophy but also how it is applied in their coaching. It also promotes skills important for employment such as communication, application, listening and the expression of ones views supported with literature. The complex nature of coaching will be examined and how the coach works within the real world, with real-life sporting situations being utilised. The learning activities will permit the students the opportunity to analyse particular problems and express solutions. The ability for the students to examine specific ideas, analyse them and then present back the resolution is an important skill that graduates will need in the working world.

### **Year 4: Talent Identification and Development in Sport**

This module examines the processes involved in talent identification in sport and the subsequent models of athlete development. A critical understanding will be developed of holistic the development of children and adolescents with a particular emphasis on the importance of adopting a long-term, athlete-centred approach to developing performers. The importance of physical literacy and role of fundamental movement skills are highlighted as essential components for enabling individuals to maximise their

athletic potential and also to encourage lifelong participation in sport and physical activity.

#### **Year 4: Strategic Sport Development**

This outward facing, employability driven, and industry focused module introduces and applies the key principles and processes of strategic management. In building on previous sport development modules, students will explore contemporary strategic management related issues surrounding the management of public, private and voluntary sports organisations; appreciate the importance of the strategic planning process for the development of sporting opportunities; and understand sport practitioners can develop and contribute to shared organisational objectives in order to achieve wider social outcomes.

The wider aims of the module is to introduce students to the importance of management and strategic related issues - and how they impact sport practitioners on a daily basis. As well as the module specific knowledge you will also further enhance your key employability skills of written and verbal communication, independent working, leadership and time management.

#### **Year 4: Mentoring and Learning in Coaching**

This module focusses on the mentoring of another person, engaging with the literature on learning and education of sport coaches and their professional development. The module permits students an opportunity to gain a greater understanding of how professionals learn and effective continual professional development (CPD). Students will work as a mentor to a coach, applying the knowledge they have gained to a practical setting. This module therefore promotes skills important for employment such as communication, listening, working with others and lifelong learning.

Students will work with a mentee (which could be a level 5 student) and go through a programme of mentoring, making an agreement, meeting their mentee, designing tools to help understand their mentees' current coaching/ teaching standard, and setting goals to develop it.

#### **Optional Modules**

*(Subject to availability)*

#### **Year 3: Strength and Conditioning**

This role of the applied strength and conditioning (S&C) coach at all levels of sport has progressed in recent years and is now a fundamental role within the sport science support team. The module will provide within an in-depth exploration of safe and effective S&C practice. You will develop an evidence based applied rationale for the role of S&C work in relation different performance athletes. You will be introduced to the fundamental techniques and principles of athlete assessment, evaluation and consultation. These applied modes will be discussed in conjunction with a recognition of the use of an athlete needs analysis. Although the generic term "S&C" is applied to this training domain you will address the wider implications in relation the components of fitness: endurance, speed, strength, agility (or equiv areas). You will also explore the rationale for approaches used in relation to training programme design which will be under-scored by the issues of physiological and anatomical adaptation. As well as the module specific principles you will also further enhance your key employability skills of communication, presentation, IT and data handling.

#### **Year 3: Nutrition for Health and Exercise**

Nutrition for Health and Exercise explores the underlying importance of dietary intake to support both health and exercise-related demands. Using theoretical and evidence-based concepts, this module addresses the dietary macro-nutrients (carbohydrates, fats, proteins; including fluid intake) and micro-nutrients (vitamins and minerals) and their role in overall human health, with reference to population-based normative guidelines. Additionally, the module will explore the practical applications of dietary strategies to support increased metabolic demands (e.g. exercise). The module will utilise a variety of learning activities including face-to-face lectures, practical sessions, seminars and team-based learning workshops. Methods of dietary assessment, body composition and energy expenditure will also be explored in line with nutritional evaluation using problem-based scenarios. Students will undertake a basic dietary analysis of a selected case study, and working in teams will evaluate and design a nutrition programme for a specific case pertinent to health and/ or exercise. As part of this module, students will develop key employability skills pertinent within this area including: working with clients, dietary evaluation, programme design, team work and reflective practice.

#### **Year 3: Perceptual Motor Skills**

Athletes rely on a constant stream of sensory information (e.g. visual, auditory, proprioceptive) from the environment to execute the motor skills needed for successful sporting performance. This module will focus on the three stages in motor control: Perception; Decision; Action. The perception of sensory information will be discussed in relation to goal directed and stimulus driven behaviour from a theoretical and applied perspective. Within this you will examine topics such as the visual system and the use of eye tracking methodology for the assessment of visual attention. Additionally, you will examine the influence of factors such as anxiety, expertise and expectancies on the perception of sensory information and elements such as anticipation and decision making. The second part of the module will focus on programming movement (information processing and dynamic systems theories), movement coordination and the execution of motor skills. Also you will examine the relationship between perceptual information, movement control and skill execution.

This module offers both a theoretical understanding of perceptual motor skill execution as well as applied elements related to the assessment of attention and motor skills. You will develop key transferable skills such as experimental design and data analysis.

### **Year 3: Applied Performance Analysis**

In the module 'performance analysis' we considered the role of the performance analyst within a team. This module builds on from the knowledge developed in that module and takes your performance analysis skills into the field working with a sports team of your choice. You will be expected to liaise with a team, work with the coach to develop key performance indicators, video games/matches/contests and then analyse these before presenting the coach/team with outcomes presented in an appropriate format.

This module will further develop the skills learnt in performance analysis - underlying principles of being a performance analyst, creating key performance indicators, reliability and validity of data and the use of software and enhance these skills with experience. Later in the module we will also consider advanced performance analysis by linking the notational software to GPS tracking and heart rate data.

This module will require some of the core skills of employability including data management, planning, working within a team and time management. You will also learn advanced skills in data analysis and presentation skills.

### **Year 4: Undergraduate Research Project**

The module provides the student with the opportunity to select an area within Sport and Exercise Sciences or Sports Coaching and Physical Education and to determine and apply ethical standards, undertake an in-depth review of the literature, and create a research questions derived from the review. Furthermore this module provides an opportunity to develop, conceptualise, execute, analyse and reflect upon their own independent research.

The module is supported by 4 x 1 hour taught sessions where project management and development will be addressed. Additionally a nominal 12 hours are allocated for personal supervision during the module.

### **Year 4: Advanced Work Placement**

This Sport and Exercise Sciences Advanced Work Placement module provides the student with the opportunity to develop, conceptualise, execute, analyse and reflect upon their own learning experiences linked to a vocationally relevant graduate aligned placement. It provides the student with the opportunity to focus their career aspirations in the final year of undergraduate study allowing them to immerse themselves, learning within a workplace and critically reflecting on the experience. The module will build on the employability theme which is embedded within the course and specifically from a level 5 Applied Research and Employability Skills module. The module requires the student to independently select an appropriate work related experience within the broad area of Sport and Exercise Sciences. They will undertake an in-depth review of the literature linked to the industry contextualising the profession, creating a plan of work to follow considering the organisation's needs, aims or objectives. They will also identify and reflect on specific professional standards, legal and/or health and safety requirements as required. Upon completion of the work experience, students will be required to critically reflect on their experience linking the academic research to the vocational learning experience, compiling a theoretically informed piece of data driven work. The module is supported by 4 x 1 hour taught sessions where project management and development will be addressed. Additionally a nominal 12 hours are allocated to personal supervisor from the academic lead supervising the project.

### **Year 4: Applied Sport Psychology**

An effective support team makes use of various sports and exercise sciences, such as physiology, biomechanics and psychology, to help improve the performance of an athlete, team or the quality of life of the general public. This module will specifically examine the psychological factors of successful performance and will address issues such as coach-athlete relationships, sport and exercise psychology interventions, coaching behaviour and burnout. The aim of the module is to provide the knowledge and skills to successfully prescribe and/or deliver sport and exercise psychology interventions as a coach or sport scientist. The latest research within the topic areas will be examined and critiqued, and you will be encouraged to apply this research to case study scenarios. As well as providing you with subject specific knowledge, this module also helps develop a number of transferable skills relevant to general employment including interpersonal skills, data collection, handling, presentation and reflective practice. The content is therefore appropriate for students following the Sports Science and Sports Coaching and Physical Education courses.

#### **Year 4: Performance and Exercise Nutrition**

Performance and Exercise Nutrition follows on from Nutrition for Health and Exercise at Level 5, and explores contemporary applications of dietary practice for sports performance. The module begins with an introduction and review of the importance of macro/micro-nutrition with a focus on sport and exercise. Using evidence-based research, the impact of nutrition for different sporting contexts will be explored. Lecture-based theoretical considerations will be merged alongside seminar workshops to develop practical protocols for key performance nutrition areas including: nutrition for enhanced strength and power; endurance-based nutrition; weight making sports and weight management; and recovery-based strategies. A central focus of this module includes current research-based awareness of selected 'ergogenic' aids, and practical implications for sports performance (e.g. creatine, beta-alanine, caffeine and sodium bicarbonate).

Students will develop a critical understanding of applied aspects of nutrition relevant to the demands of a chosen sport. In doing so, this module aims to encourage development of essential employability skills including: advanced dietary assessment, conference style presentation skills, innovative and strategic programme design, and critical thinking skills.

#### **Year 4: Exercise Medicine**

This module will deliver an in depth study of the mechanisms by which physical activity (and reduction in sedentary behaviour) improves health and how it may be promoted.

This module will expand and develop your knowledge gained at Level 4 and 5 (Exercise Physiology, testing, research methods, and psychology) and apply this to the physiological and psychological aspects of health and disease. The focus will be on the relationship between physical activity, sedentary behaviour, and health. The role of exercise prescription will be analysed and discussed in detail showing how physical exertion can manifest itself in positive psychological, physiological, and metabolic adaptations. From this it will be possible to make recommendations in terms of the key factors required for a healthy lifestyle. The module will develop your theoretical and practical understanding by applying theories to real life scenarios. You will learn how to monitor free-living physical activity through accelerometry and surveys. The module will help to develop the key employability skills of related to IT, numeracy, and communication and will be taught through a combination of lectures and seminars. This module will be of particular interest to those who have an interest in health and wish to pursue a career in the exercise sciences. Standard texts are available via the library and more specialist literature is online.

#### **Year 4: Advanced Strength and Conditioning**

This module provides the opportunity to build on wider exercise science and previous learning to investigate the latest evidence based practice on Strength and Conditioning (S&C). You will learn, experience and analyse free weight lifting techniques with specific focus on more complex lifts and the derivatives associated with them. You will learn to coach performers through this process and also consider the value (of these lifts) within the training cycle. Through observation of performers, you will understand the coaching cues in order to identify ineffective movement patterns. You will also develop a high level of knowledge to enable you to practically suggest and present appropriate interventions for a performer of varying ability. The use of technology/micro technology for monitoring performance will be investigated and you will review the value of this method of data collection for the exercise and conditioning professional. You will investigate how training may change when working with different performers with varying abilities. Being able to change your professional practice relative to the specific population you are working with is a critical skill for the conditioning coach. Learning about the needs and issues to consider when training special populations will permit you to be a more proficient in the area.

#### **Year 4: Contemporary Issues in Sport, Exercise and Performance Psychology**

The advancement of knowledge, applications, technology and theories in the sport, exercise and performance psychology domain is rapidly increasing. Thus, contemporary issues and "hot" topics in the domain are constantly changing.

This module provides students with the most up-to-date topics discussed in national (e.g., BASES) and international (e.g., AASP, ISSP, FEPSAC) Sport and Exercise Psychology conferences. Furthermore, the transfer and adaption of current and innovative research and technology from the general psychology domain will be presented and discussed. This module helps develop a number of transferable skills relevant to general employment including problem solving, creativity, teamwork and thinking "outside of the box".