

## Module Specification

Part 1: Identification							
Module Title	Foundation Sports Science						
Module Code	HANV8F-15-3 Level 3 Version 1.1			1.1			
Department	Sport	Credit Rating	15	ECTS Crec Rating	lit	7.5	
Contributes towards	BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Sciences BSc (Hons) Physical Education and School Sport BSc (Hons) Strength and Conditioning BA (Hons) Sports Business Management						
Pre-requisites	None Module Type Standard						
Excluded Combinations	None		Module Entry requirements	None			
Last Major Approval Date	V1.0 1 <sup>st</sup> September 2017		Valid from	1 <sup>st</sup> September 2018			
Amendment Approval Date	V1.1 31 August 2018		Revised with effect from	vised with V1.1 01 September 2018 ect from			

	Part 2: Learning and Teaching				
Learning	On successful completion of this module students will be able to:				
Outcomes	<ol> <li>Describe the basic anatomical structure and physiological function of the sports performer (A)</li> </ol>				
	2. Outline the short and long term physiological effects of sport and exercise (A)				
	<ol> <li>Identify the basic individual and team psychological factors which influence performance in sport and exercise (B)</li> </ol>				
	<ol> <li>Describe the way that sport performers process information for skilled performance. (B)</li> </ol>				
	5. Construct an effective oral presentation to communicate ideas, including the use of appropriate presentation aids (B).				
Syllabus Outline	Introduction to:				
	<ul> <li>Structure and function of the skeletal, muscular, cardiovascular, respiratory and energy systems.</li> </ul>				
	<ul> <li>Short and long term physiological adaptation of the skeletal, muscular, cardiovascular, respiratory and energy systems to sport and exercise.</li> </ul>				
	Motivational factors.				
	Self confidence in sport performance.				
	Stress anxiety in sport performance.				
	Team dynamics.				

	Skill classification.					
	Information processing.					
Teaching and Learning Methods	Scheduled learning will include formal lectures, seminars and associated group tutorial exercises and discussions. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus. Student learning will be supported by electronic teaching materials posted on the VLe and the use of hand-out material in lectures, seminars and tutorials. Students will be expected to spend a significant amount of time in private study and in preparing for assessments, consulting relevant text books, journal articles and recommended web sites					
Unistats Information	HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.					
	Expected	learning hours	for the module	): 		
	Number	of credits for this	s module		15	
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	150	45	105	0	150	
	<ul> <li>The table below indicates as a percentage the total assessment of the module which constitutes a -</li> <li>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</li> <li>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</li> </ul>					
		Total assessm	ent of the mod	ule:		-
		Written exam as	ssessmentpe	rcentage	50%	
		Coursework as	sessment per	centage	0%	
		Practical exam	assessmentp	ercentage	50%	_
					100%	
Reading Strategy	Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.					
	Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are					

	familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources. <b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	The following list is offered to provide the Curriculum Approval Committee/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Kenny, W.L, Wilmore, J.H. and Costill, D.L. (Current Edition) Physiology of Sport and Exercise.
	Schmidt, R. A., & Wrisberg. (Current Edition). Motor Learning and Performance: From Principles to Practice. Champaign, IL, USA: Human Kinetics. Weinberg, R.S. & Gould, D. (Current Edition) Foundations of Sport and Exercise Psychology. Champaign, IL, USA: Human Kinetics.

Part 3: Assessment			
Assessment Strategy	This module is assessed by a 30 minute in-class test and an oral presentation. The in-class test will require students to demonstrate their knowledge and understanding of core material. This will be part way through the module to assess the developing knowledge and provide students with formative feedback at an early point in the year.		
	The oral presentation will provide scope to demonstrate transferable skills, to address a case study. Students will have the opportunity to present, followed by a short period of questioning to demonstrate their depth of scientific knowledge and increasing understanding of their academic abilities.		
	Additional formative assessment and feedback will take place through timetabled seminars and tutorials.		
	In line with the Institution's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.		

Identify final assessment component and element	Oral Presentation				
% weighting between components A and B (Standard modules only)			B: 50%		
First Sit	First Sit				
Component A (controlled conditions)       Element weighting         Description of each element			veighting		
1. Oral Presentation (20 minutes)		100%			
Component B Description of each element		Element weighting			
1. In-Class test (30 minutes)		100	)%		

Resit (further attendance at taught classes is not required)				
Compoi Descrip	nent A (controlled conditions) tion of each element	Element weighting		
1. (	Dral Presentation (20 minutes)	100%		
Component B Description of each element		Element weighting		
1. I	n-Class Test (30 minutes)	100%		

If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.

## Module Amendment Log

Module Title:	Foundation Sports Science		
Module Code:	HANV8F-15-3		
Initial Approval Date:	01 September 2017		

Changes: Most recent at the top of the page

Current version number: v.1.0				
Outline Change Details: Adopting new	naming system for programmes			
Material Alteration: No				
Rationale: To reflect the Hartpury Acade	mic Regulations			
Change requested by: Academic Registrar				
Signature: Lucy Doubell		Date: 01 August 2018		
Approval Committee and Date:	Curriculum Validation Committee 2018 08 31			
Change approved with effect from:	01 September 2018			
Resulting new version number:	v.1.1			