

Session: 2023/24

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<b>Title of Module: Paediatric Sport Science</b>			
<b>Code: SPOR10052</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 5</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Vish Unnithan		
<b>Summary of Module</b>			
<p>This module is designed to develop knowledge and practical skills on all aspects of the athletic preparation of male and female youth team sports players. Students will gain knowledge, for example on the impact of growth and maturation on sports performance and critically evaluate the approaches used in performance monitoring among youth team sports populations. This module will equip students with both the theoretical knowledge and practical skills required to evaluate and monitor the youth team sport player.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:</p> <p>Universal:</p> <ul style="list-style-type: none"> <li>• Critical Thinker</li> <li>• Emotionally Intelligent</li> <li>• Collaborative</li> </ul> <p>Work Ready:</p> <ul style="list-style-type: none"> <li>• Problem-solver</li> <li>• Motivated</li> <li>• Potential Leader</li> </ul> <p>Successful:</p> <ul style="list-style-type: none"> <li>• Innovative</li> <li>• Resilient</li> <li>• Transformational</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
✓					
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to: L1. Comprehensively understand the effects of growth and maturation on physical performance and talent identification approaches in youth team sports L2. Critically evaluate performance monitoring strategies in youth team sports	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Demonstrating a comprehensive knowledge of how growth and maturation influences both physical performance and talent identification in youth team sport players.  Demonstrating a critical understanding of performance monitoring strategies for youth team sport players.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Using a wide range of performance monitoring techniques to evaluate youth team sport players.
Generic Cognitive skills	SCQF Level 10. Critically identifying, defining, conceptualising and analysing complex problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level 10. Disseminating performance monitoring profiles of youth team sport players.  Using a range of ICT applications to acquire and integrate performance information.  Critically interpreting a wide range of numerical and graphical data from performance monitoring techniques.

Autonomy, Accountability and Working with others	SCQF Level 10. Students will work individually and as part of a team to acquire the performance monitoring data.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
The teaching and learning strategy will be blended delivery. Theoretical material will be mainly delivered through a series of online content, including recorded lectures. Synchronous sessions will comprise applied practical sessions regarding physical training. Much of the learning will be achieved through independent study tasks, group work and/or class discussion.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	6
Independent Study	82
	100 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:  Strudwick, T. (2016) Soccer Science. Champaign, IL: Human Kinetics.  Lloyd, R. S. and Oliver, J. L. (2020) Strength and Conditioning for Young Athletes. 2nd edn. Abingdon, Oxon: Routledge.  The following list of indicative journals should also be used as key sources for the content within this module: Journal of Sport Sciences, Paediatric Exercise Science, international Journal of Sports Physiology and Performance and the Journal of Strength and Conditioning Research.	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	
<b>Engagement Requirements</b>	

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

## Supplemental Information

<b>Programme Board</b>	Sport, Exercise and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Sport & Exercise L7-11
<b>Moderator</b>	Laura Forrest
<b>External Examiner</b>	E Bradley
<b>Accreditation Details</b>	N/A
<b>Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

The assessment will require students to complete a written report of practical work

Assessment 1. Written report of practical work

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

## Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>				
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report of practical/ field/ clinical work	✓	✓	100	0
<b>Combined Total For All Components</b>			100%	0 hours

### Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and

adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

The UWS Equality and Diversity Policy is located here:

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)