

# SCHOOL OF SPORT

## LEVEL 4 – 1<sup>ST</sup> YEAR UNDERGRADUATE

Module information	Semester	ECTS
<p><b>Anatomy and Physiology for Physical Activity, Exercise &amp; Health (PAEH)</b></p> <p><b>Module Description:</b> The aim of this module is to provide the students with a scientific foundation for exercise physiology, analysing human movement and physical activity. It will equip the student with knowledge, understanding and skills for developing professional practice in health and physical activity.</p> <p><b>Module content:</b> Content will be drawn from scientific foundations of functional anatomy and the human body systems. These areas will be explored within the concepts of fundamental health, exercise and physical activity influences. Learning areas will include musculoskeletal, cardiorespiratory and immune systems and each's response to exercise. The assessment of fitness, use of specific exercise testing equipment and the foundational knowledge of analysis and reporting the findings will be embedded in the content.</p> <p><b>Assessment:</b> Assignment 50%; Exam 50%</p>	Autumn	10
<p><b>Psychology of Physical Activity &amp; Behaviour Change</b></p> <p><b>Module Description:</b> This module will provide the students with the scientific foundation in psychology and behaviour change techniques required for the science strand of the Sport, Physical Activity and Health degree. Students will learn about the psychology of sedentary behaviour and physical activity and how psychology and behaviour change can play a pivotal role in helping individuals from key priority groups lead a physically active lifestyle. Secondly, they will also learn key psychological theories that underpin these principles whilst also understanding how to measure mood, motivation and quality of life using a range of tools. Finally, they will be able to make recommendations to an individual or community to enhance their mental wellbeing.</p> <p><b>Module content:</b> An Introduction to psychological experiences of sedentary behaviours and physical activity, including negative and positive consequences; Psychological determinants associated with PA adoption and maintenance in key priority groups; The self, motives and attitudes in the adoption and maintenance of PA; An introduction to Social Cognitive Theory, Self Determination Theory and behaviour change principles; An introduction to mental health and mental illness and strategies for overcoming barriers; and An introduction to effective environments to assist PA engagement and mental wellbeing.</p> <p><b>Assessment:</b> Presentation 40%; Assignment 60%</p>	Autumn	10
<p><b>Physiology of Sport and Exercise Science for Sport and Exercise Therapists 1</b></p> <p><b>Module Description:</b> To introduce students to the physiology of those bodily systems that underpin the capacity for exercise.</p> <p><b>Module content:</b> Homeostasis and thermoregulation; Structure and function of the cardiovascular, respiratory and muscular systems; Metabolism and body composition; Energy systems and sport and exercise; Health screening and fitness testing and the interpretation of health and performance data; and Acute responses to exercise.</p> <p><b>Assessment:</b> Practical group assessment 30%; Exam 70%</p>	Autumn	10
<p><b>Coaching Contexts</b></p> <p><b>Module Description:</b> The tasks sports coaches undertake and the skills and knowledge required to perform successfully vary significantly depending on the context. Indeed,</p>	Autumn	10

<p>the International Council for Coaching Excellence (ICCE) define at least four main domains (or types of participants) in which a coach may work: performance; talent development; community; children. The BSc in Sports Coaching is designed to reflect this, with three distinct elective pathways defined through levels 5 and 6. The main aim of this module, therefore, is to introduce students to these different contexts, the contemporary issues coaches face therein, and the specific ways in which, for example, broad issues such as inclusion policies may influence on-the-ground practice.</p> <p><b>Module content:</b> Given the issue-based nature of the module, much of the content will be updated on an annual basis to remain contemporary. However, there will be content on broad themes such as: The identification of coaching domains and roles; Current policies and issues in key domains (e.g. Coaching Plan for England, BAME and positive action policies, Quality PE/Ofsted, deliberate play vs deliberate practice); Positive environments in different domains (esp. creating effective relationships with parents and other stakeholders); and Garnering trust and respect as a coach in different contexts.</p> <p><b>Assessment:</b> Oral assessment and presentation 50%; Written assignment 50%</p>		
<p><b>The Making of Modern PE</b></p> <p><b>Module Description:</b> This module explores a number of historical and philosophical perspectives that have helped shape modern physical education (PE) IN England. This will be achieved by investigating how Greco-Roman, Renaissance and Victorian perspectives are reflected in contemporary PE policy and practice.</p> <p><b>Module content:</b> Lead lectures on Greek, Roman, Renaissance and Victorian history; Students contribution to workshops and/or tutorials; The portrayal of Greek, Roman, Victorian and Renaissance history in cinema, television and literature; Individual and small group tasks to make connections between these periods in history and modern PE; Workshops on the design of wiki pages; and Independent study tasks.</p> <p><b>Assessment:</b> Portfolio 100%</p>	Autumn	10
<p><b>PE and Sport Pedagogy 1a</b></p> <p><b>Module Description:</b> This module considers the three components of outdoor adventurous activities, games and dance. In all three areas, students will be immersed into the activities and expected to contribute meaningfully through practical engagement. It provides the pedagogical foundations for all three activities and includes practical and theoretical assessments.</p> <p><b>Module content:</b></p> <p>OAA: Students will participate in a range of land and water based outdoor and adventurous activities on a residential programme. This will involve engaging in experiential learning analysis regarding personal development within the activities, the impact of the environment and resultant group interactions.</p> <p>GAMES: Effective learning environments, progression and differentiation. Games classification – similarities and differences, the significance and purpose of rules in games and the ways in which they develop. Game development and rule modification, opportunities and challenges, meeting individual needs.</p> <p>DANCE: Key components of Dance (Actions, Space, Dynamics and Relationships) to choreograph and perform their own dances based upon socio-culturally recognised themes. Composite elements of Dance choreography, performance and appreciation. Elements of Dance Theatre (Lighting, Accompaniment, Set, Performers and Movement) to support appreciation of their own and others’ choreographies and performance. Develop physical and creative skills including awareness of how the body moves in space.</p> <p><b>Assessment:</b> OAA presentation 34%; Games presentation 33%; Dance presentation 33%</p>	Autumn	10

<p><b>Sociology of Sport</b></p> <p><b>Module Description:</b> This module explores contemporary social issues in sport from a sociological perspective. Students consider how different social issues affect individual and group participation in sport. Students are introduced to and apply core sociological theories and concepts to engagement in sport. Students are encouraged to develop a critical awareness of sport development and how barriers to inclusion can be addressed.</p> <p><b>Module content:</b> Inclusion, Equity and Diversity in sport; Core sociological concepts and issues, including social class, 'race'/ethnicity, gender (femininity/ies and masculinity/ies), sexuality / sexual orientation, 'disability' (inc. physical and mental health), age (life-course, youth and aging), and the sporting body and body culture; and Data collection and analysis (including observations, interviews, and content analysis).</p> <p><b>Assessment:</b> Workbook 50%; Essay 50%</p>	Autumn	10
<p><b>Structure &amp; Development Sport</b></p> <p><b>Module Description:</b> The module will provide an essential introduction to the fundamentals of sport development' including key agencies, structures and methods of delivery.</p> <p><b>Module content:</b> Introduction to key terminology and the history of sport development policy and practice; Policy formulation and implementation; Participation statistics and trends in the UK; Models of Sport Development; The structure of sport and physical activity in the UK; Key agencies and providers of sport and physical activity opportunities; Governance of sport in the UK (with links made to international structures); Sectors and levels of provision; Different contexts in sport development (e.g. community sport, school sport, high performance sport); Current sport and physical activity policy agendas at national, regional and local levels; Partnerships in sport and recreation development; Resources and funding for sport and physical activity development; The sport development workforce (including the role of coaches and volunteers); Case studies of organisations, programmes and initiatives in sport and physical activity; Guest lectures from sport development practitioners; and Assessment support.</p> <p><b>Assessment:</b> Exam 20%; Essay 80%</p>	Autumn	10
<p><b>Human Behaviour in Sport &amp; Exercise</b></p> <p><b>Module Description:</b> This module will provide an introduction to the origins and foundations of Sport and Exercise Psychology, otherwise defined as the scientific study of human behaviour within the contexts of sport and exercise. This will be achieved by drawing on a range of psychological perspectives and domains that have informed the development of this fundamental Sport and Exercise Science discipline.</p> <p><b>Module content:</b> Definition and origins of Psychology/Sport &amp; Exercise Psychology; Growth of Sport &amp; Exercise Psychology from other psychological domains (e.g., social psychology, organisational psychology) and professions/vocations (e.g., Physical Education); and Overview of specific domains and approaches to psychology, linking them to contemporary topics or case studies in Sport &amp; Exercise Psychology - Domains (e.g., Social, Developmental, Health, Educational, Organisational, Clinical), and Perspectives (e.g., Cognitive, Biological, Behavioural, Psychodynamic, Humanistic).</p> <p><b>Assessment:</b> Coursework 50%; Exam 50%</p>	Autumn	10
<p><b>Physiology of the Human Body</b></p> <p><b>Module Description:</b> The purpose of this module is to equip students with knowledge, understanding and skills for developing a foundation in sport and exercise physiology. The module introduces key concepts and applications in sport and exercise physiology and their application to the human body in sports and exercise. Learning in this module will provide a body organ systems approach to understanding human</p>	Autumn	10

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<p>physiology for health and sport performance. This module engages students in field and laboratory data collection.</p> <p><b>Module content:</b> Control and integration; Homeostasis; Thermoregulation; Structure and function of the cardiovascular, respiratory, muscular and energy systems at rest; Acute responses to exercise; Evaluation of continuous and intermittent exercise; Laboratory and field testing assessment of physiological function; Physiological data collection and analysis; and Applications of exercise physiology in health and sports performance.</p> <p><b>Assessment:</b> Practical group exam 40%; Exam 60%</p>		
<p><b>Introduction to Sport Marketing</b></p> <p><b>Module Description:</b> The business of Sport has become one of the major economic activities of our modern society, and knowledge of the role Sport Marketing plays in the Sport Business landscape has emerged as a valuable asset to all the parties involved. Students on this module will develop an understanding of the unique nature and application of Sport Marketing principles and processes to the sports industry, as Sport Marketing becomes ever an integral element in Sport Business landscape.</p> <p><b>Module content:</b> Sports Marketing definitions; The unique nature of Sport Marketing; The Sport Marketing environment; Introduction to sport market segmentation, targeting and positioning; The marketing mix; Product; Price; Place; Promotion; Introduction to sport sponsorship; The application of the mix to different sport and leisure sectors; The committee of Advertising Practice; and Internet Advertising Bureau UK.</p> <p><b>Assessment:</b> Assignment 40%; Presentation 60%</p>	Autumn	10
<p><b>The Sport Business Landscape</b></p> <p><b>Module Description:</b> This module is aimed at equipping students with a broad understanding of the main business concepts involved in managing sport organisations across the three main sectors: public, private and voluntary sectors. The module will look at the business landscape of sport, its growth, issues, challenges and how it has developed commercially. Students will be introduced to a number of contemporary issues, such as, corruption scandals in sport, equality and diversity and the globalisation of sport.</p> <p><b>Module content:</b> Indicative content will, as appropriate, be drawn from: Nature and growth of sport business industry; Structural arrangements and sectors; and Contemporary Issues and challenges.</p> <p><b>Assessment:</b> Exam 60%; Presentation 40%</p>	Autumn	10
<p><b>The Sport Consumer</b></p> <p><b>Module Description:</b> Sport organisations need to understand the impact of consumer attitudes and behaviour in order to differentiate, diversify and be competitive in the crowded sport marketplace. The unique nature of sport presents students with an opportunity to understand sport consumers in a variety of global contexts both as 'direct' and 'indirect' consumers. In addition, students will be introduced to the challenges sport marketers face when examining the sociological, psychological and situational factors that impact the sport consumer decision making process from an 'active' and 'passive' participant. We will explore diverse customer segments and the role of relationship management to ensure sport organisations can attract, engage and build loyalty to impact future consumption.</p> <p><b>Module content:</b> Sport: a crowded marketplace; Define sport consumer behaviour; Understanding Sport Consumption: A sociological perspective; Understanding Sport Consumption: A psychological perspective; Introduce internal, external and situational factors impact on sport consumer decision making; Fan Behaviour: explain sport involvement from a 'direct' and 'indirect' spectator's perspective; Introduction to the</p>	Autumn	10

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<p>Determinants of Demand for sport event attendance; Understand the similarities and differences between participant and spectator motives; The Changing Sport Consumer: examine the changing role of demographic profiles of sport consumers in relation to gender, race, ethnicity, class, disability and sexuality; Explore the importance of collecting information to gain a better understanding of customer needs through the use of Customer relationship management principles; Fan Engagement: Describe the concept of transactional and non-transactional behaviour and its importance in the sport industry to enhance loyalty; and The Digital Sport Consumer: online sport consumption.</p> <p><b>Assessment:</b> Assignment 100%</p>		
<p><b>Sociology of Sport and Leisure</b></p> <p><b>Module Description:</b> This module will provide students with an introduction to key sociological theories and concepts within sport and leisure. Students will be invited to draw on these understandings in order to consider how sport and leisure choices are shaped by others around them. In particular, students will be introduced to different analyses of contemporary social institutions, practices and relations significant to sport and leisure.</p> <p><b>Module content:</b> Social divisions in sports participation and explore the extent to which inequalities can be explained through social class categories; To consider the concept of a 'classless' society and the relationship between class and sports participation; To recognise gender as a social construct and the contribution of feminism to the study of gender and recognise both women and men as gendered; Ethnicity in relation to participation in sport; Issues, concepts and theories relating to sexuality through exploring historical, cultural and social aspects of sport and society; The position, place and value of disability within the community of sport; Aging as a concept and the implications for sport and leisure; and Different ways in which associations can be made with 'places', 'people', 'teams' and 'sports' and how these dimensions of life serve to heighten feelings of belonging and contribute to understandings of self.</p> <p><b>Assessment:</b> Portfolio 50%; Presentation 50%</p>	Autumn	10
<p><b>Leadership and Working in Sport</b></p> <p><b>Module Description:</b> This module introduces students to some of the basic concepts and principles related to leadership in sport. As well as engaging students in theoretical applications of leadership in sport it will also engage students in leadership practice.</p> <p><b>Module content:</b> Leadership styles; Leadership processes; Moral and ethical leadership; Practical leadership; Inclusive leadership; Teamwork; Responsible followership; Creativity and innovation; Communication; Visioning; Adaptive and situational leadership; and Providing and gaining feedback.</p> <p><b>Assessment:</b> Practical skills assessment 60%; Assignment 40%</p>	Autumn	10
<p><b>Sociology of PE</b></p> <p><b>Module Description:</b> This module will introduce students to the sociological skills necessary to explore and critically analyse the position and nature of Physical Education and Physical Education with Outdoor Education in contemporary society. See module aims below for full details.</p> <p><b>Module content:</b> Critical thinking and 'The Sociological Imagination'; Physical education and Outdoor Education as socially constructed contexts; Analysing, interpreting and explaining participation data; Structure and agency; Gender in Physical Education and Outdoor Education; Sexuality in Physical Education and Outdoor Education; Disability in Physical Education and Outdoor Education; Ethnicity in Physical Education and Outdoor Education; Social in Physical Education and Outdoor Education; and Understanding intersectionality.</p>	Autumn	10

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<b>Assessment:</b> Group poster presentation 100%		
<p><b>Studying Sport &amp; Social Sciences</b></p> <p><b>Module Description:</b> The module provides an introduction to sport and the social sciences. The course residential experience at the start of the University term of their first-year is used to initially introduce the students to the course, academic expectations and the role of their own personal responsibilities. Thus, the introduction to the course will enable students to understand how the social sciences can be used as a lens to situate, interrogate and re-think the value, meaning and uses of sport. Thus, it will provide key foundational knowledge relevant for other modules across the level and course curriculum. Additionally, this module will prepare students for producing work at an undergraduate degree level by facilitating their academic skill development e.g. reading, finding literature, creating an argument, analysing etc. By the end of the module, we hope to have encouraged students to develop an enquiring and enterprising mind, taking responsibility for their academic progression and success.</p> <p><b>Module content:</b> What is sport?; How can we use the social sciences to explore Sport?; and Jobs in Sport across the private, public, voluntary and third sector.</p> <p><b>Assessment:</b> E-portfolio 70%; Essay 30%</p>	Autumn	10
<p><b>Politics, Policy &amp; Sport</b></p> <p><b>Module Description:</b> This module offers students an introduction to key political ideologies and how they influence policy-making in sport. Students are encouraged throughout the module to reflect on their own political persuasions and experiences of sport.</p> <p><b>Module content:</b> Introduction to politics; Political ideologies 1 (left to right, authoritarian to libertarian); Political ideologies 2 (alternative and radical politics); Politics and the media; Political events in the history of sport; Competing ideologies (e.g. communism v. capitalism; west v Islam); UK political system (local-national); and Policy-making models and practice.</p> <p><b>Assessment:</b> Reflective logbook 30%; Group project 70%</p>	Spring	10
<p><b>Fundamentals of Biomechanics for Sports &amp; Exercise Therapy</b></p> <p><b>Module Description:</b> The module introduces the key concepts in sports biomechanics and anatomy that will serve as a solid base for further studies in sport and exercise science, for sport and exercise therapists. The module covers mechanical principles as they apply to the human body in sports and exercise, as well as functional anatomy. Knowledge of the structure and function of the body will underpin and enhance students' understanding of sports behaviour.</p> <p><b>Module content:</b> Planes of movement - Measurement of joint mobility; Bones and skeletal landmarks; Measurement of body segment parameters; Joints of the human body; Skeletal muscle in sport and exercise; Kinesiological and electromyography analysis; Linear kinematics; Angular kinematics; Biomechanics of resistance exercise; Linear kinetics; Angular kinetics; Introduction to video and force plate recordings; Video collection and analysis of a sports movement; Force plate analysis of a sports movement; and Use of computer software in advanced analysis (anatomy and mechanics).</p> <p><b>Assessment:</b> In class test assessment 40%; Exam 60%</p>	Spring	10
<p><b>PE and Sport Pedagogy 1b</b></p> <p><b>Module Description:</b> This module considers the three components of gymnastics, aquatics and athletics. In all three areas students will be immersed into the activities and expected to contribute meaningfully through practical engagement. It provides the pedagogical foundations for all three activities and includes practical and theoretical assessments.</p>	Spring	10

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<p><b>Module content:</b> Technical elements of Athletics including Speed, Endurance, Jumping and Throwing; Technical elements of Aquatics including Backstroke, Front Crawl, Breaststroke, Butterfly; Technical elements of Gymnastics including Body Preparation, Rotation, Balance and Flight; and Underpinning mechanical and physiological principles.</p> <p><b>Assessment:</b> Report 100%</p>		
<p><b>Psychology of Motor Learning</b></p> <p><b>Module Description:</b> This module will equip students with knowledge, understanding and skills for professional practice in physical education and outdoor education. The module introduces key theories and concepts within motor learning and control, and explores their application to facilitate learning. In doing this, the module considers the learner and the role of the teacher, and provides students with a broad understanding of how to facilitate and create an optimal learning environment within a physical and outdoor education context.</p> <p><b>Module content:</b> Classification of motor skills; Information processing and making decisions; Theories and stages of motor learning and its implications for learning and structuring practice; Monitoring and assessing learning; Structuring the learning experience; Providing feedback during the learning experience; Collect, analyse and interpret data relating to motor learning and explore the implications of findings.</p> <p><b>Assessment:</b> Written assignment 100%</p>	Spring	10
<p><b>Scientific Foundations of Human Movement for PE</b></p> <p><b>Module Description:</b> The aim of this module is to provide the students with a scientific foundation for exercise physiology, analysing human movement and physical activity. It will equip the student with knowledge, understanding and skills for developing professional practice in Physical Education and Physical Education with Outdoor Education.</p> <p><b>Module content:</b> Content will be aligned with GCSE, Pearson’s BTEC and A Level syllabuses and will delivered and assessed with fundamental and foundational underpinnings leading to practical application. Content will be drawn from scientific foundations of functional anatomy and the human body systems. These areas will be explored within the concepts of fundamental health, exercise and physical activity influences. Learning areas will include musculoskeletal, cardiorespiratory and immune systems and each’s response to exercise. The assessment of fitness, use of specific exercise testing equipment and the foundational knowledge of analysis and reporting the findings will be embedded in the content.</p> <p><b>Assessment:</b> Group presentation 30%; Exam 70%</p>	Spring	10
<p><b>Physical Activity in the Community</b></p> <p><b>Module Description:</b> This module will provide students with an understanding of the key priorities, principles, and issues related to physical activity provision in the community. It will do so by providing a theoretical introduction to community-based sport and recreation, and enable students to conduct community based learning to further explore inclusive practice</p> <p><b>Module content:</b> Understanding ‘community’ and communities - ‘Community’ and types of community, Understanding community needs, Barriers to participation, and The wider social role for sport; Determinants of participation in physical activity - Inequalities in participation, health and society, Behaviour change models, and Whole systems approach; and Designing inclusive physical activity programmes - Case studies of practice, Themed practical sessions such as urban walks, adventure therapy and street dance, Key design principles, Models and rationales of provision, Spaces for physical activity, Target groups and needs assessments, and Monitoring and evaluating.</p> <p><b>Assessment:</b> Essay 50%; Group presentation 50%</p>	Spring	10

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<p><b>Sport and Politics</b></p> <p><b>Module Description:</b> This module provides an introduction to how political perspectives can help in better understanding sport and society. It encourages students to critically reflect on their own politicisation (even if they claim they are 'not political') and to think beyond that familiarity by considering other political perspectives. The module also places a strong emphasis on cultivating political imagination and applying that to contemporary issues in sport development.</p> <p><b>Module content:</b> There are two broad strands to the module: Government and power (inc. UK Parliament, local government, 'Europe', and the public sector) focused on identifying and exploring alternatives to mainstream politics and mainstream sport; and Governance within sport organisations (e.g. issues relating to corruption, drugs, equity, race/ethnicity, gender, homophobia, human rights). The module will use the above two themes to address issues of power and explore this in the context of structures of government and governance; the role of 'the state' and its relationship to the public and voluntary sectors; the 'personal' and the political (e.g. sexism, racism, homophobia) in a sport setting; neoliberalism, austerity and non-mainstream (alternative) political ideologies, such as socialism; environmental / green politics; feminist politics; anarchist politics; how sport is used as a platform for political activism to effect change local, internationally and globally; and the Political Compass: developing students' recognition of their own political behaviours and perspectives.</p> <p><b>Assessment:</b> Group presentation 50%; Essay 50%</p>	Spring	10
<p><b>Sport Operations Management</b></p> <p><b>Module Description:</b> This module provides students with an introduction to the principles of management within sport development. They are challenged to identify operational issues within a case study sport facility and must use academic theory to suggest solutions in order to help the facility provide better sport and physical activity opportunities to its community.</p> <p><b>Module content:</b> Organisation structure and culture; Human Resource Management; Marketing; Risk Management; Performance management and measurement; Financial management; and Academic support.</p> <p><b>Assessment:</b> Report 100%</p>	Spring	10
<p><b>Biomechanical Principles of Human Movement</b></p> <p><b>Module Description:</b> The module introduces the key concepts in sport and exercise biomechanics and anatomy that will serve as a solid base for further studies in sport and exercise science. The module presents and explores important mechanical principles as they apply to the human body in sport and exercise, as well as functional anatomy. Students are supported in developing knowledge of the structure and function of the body which will underpin and enhance their understanding of sports and exercise behaviour. The module incorporates interactive lectures and laboratory-based activities that introduce students to theoretical and practical biomechanical principles as they apply to movement in humans.</p> <p><b>Module content:</b> Planes of movement - Measurement of joint mobility; Bones, skeletal landmarks and joints of the human body; Measurement of body segment parameters; Skeletal muscle in sport and exercise; Qualitative analyses of human movement; Kinesiological and electromyographical analysis; Linear and angular kinematics; Linear kinetics and angular kinetics; Analysis of projectile and angular motion; Properties of sporting equipment; Understanding and development of laboratory data collection techniques: motion analysis, capture of ground reaction forces and measurement of muscle activation patterns; and Development of data analysis skills using specialist computer software: motion tracking, multidirectional force-time evaluation and mechanical synthesis of technical variables.</p> <p><b>Assessment:</b> In-class test assessment 40%; Exam 60%</p>	Spring	10

<p><b>The Sport &amp; Exercise Scientist in Action</b></p> <p><b>Module Description:</b> This module will provide an interactive learning experience that is primarily practical in focus. A strong emphasis will be placed on the need for students to appreciate the distinctions and overlaps between the four Sport and Exercise Science disciplines. The methods employed by Sport and Exercise Scientists to measure aspects of performance will be considered.</p> <p><b>Module content:</b> Brief introduction to professional guidelines and codes of ethics/conduct that inform the practice of Sport and Exercise Scientists (e.g., BASES, BPS, HCPC, SENr, UKSCA); Common processes that will help to conceptualise and illustrate the practical skills required by Sport and Exercise Scientists (e.g., Fitness testing, anthropometric measurements, needs analysis/initial assessment, reliability and validity of data, interpersonal skills); There will be a predominant focus on measurement approaches appropriate to Sport and Exercise Science, but specific to each of the four primary disciplines. Field and lab-based examples will be covered, relating to appropriate case studies that link closely to the module assessments; Methods of measurement and evaluation introduced will be contemporary, cutting-edge, or innovative in some way; and Appropriate guest speakers (e.g., practitioner scientists) will be invited to deliver lectures for each discipline area where possible.</p> <p><b>Assessment:</b> Skills evaluation/audit 40%; Presentation 60%</p>	Spring	10
<p><b>Nutrition and Biochemistry for Physical Activity, Exercise &amp; Health (PAEH)</b></p> <p><b>Module Description:</b> This module introduces students to the fundamentals of nutrition for health and performance by developing an understanding of nutritional biochemistry and energy metabolism. On completion of the module students should be able to understand the concept of energy and how the body utilises energy. By understanding metabolism and the process of energy utilisation, the module will allow students to develop an understanding of food as energy along with the importance of adequate nutrition in maintaining body functions during rest and activity.</p> <p><b>Module content:</b> Core concepts of nutrition and biochemistry; Structure and function of the digestive system; Acquisition and assimilation of food; Energy requirements and energy balance; Sources and functions of macro and micronutrients; Introduction to metabolism and energy systems; and Fluid regulation and requirements.</p> <p><b>Assessment:</b> Exam 50%; Report 50%</p>	Spring	10
<p><b>Nutrition and Biochemistry for Sport and Exercise</b></p> <p><b>Module Description:</b> This module introduces students to the fundamentals of nutrition for health and performance by developing an understanding of nutritional biochemistry and energy metabolism. On completion of the module students should be able to understand the concept of energy and how the body utilises energy. By understanding metabolism and the process of energy utilisation, the module will allow students to develop an understanding of food as energy along with the importance of adequate nutrition in maintaining body functions during rest and activity.</p> <p><b>Module content:</b> Core concepts of nutrition and biochemistry; Structure and function of the digestive system; Acquisition and assimilation of food; Energy requirements and energy balance; Sources and functions of macro and micronutrients; Introduction to metabolism and energy systems; and Fluid regulation and requirements.</p> <p><b>Assessment:</b> Exam 50%; Report 50%</p>	Spring	10
<p><b>Applied Exercise Teaching</b></p> <p><b>Module Description:</b> This module will equip the students with the knowledge and skills to design and deliver a gym based exercise programme for apparently healthy adults, young people (aged 14-16), older adults and ante and postnatal women. The module provides the foundation learning for exercise prescription for adult clients in</p>	Spring	10

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<p>the intervention strand of the degree. After completion of the module the students have the opportunity to undertake an external assessment to gain an accredited Gym Instructor Qualification enabling them to be an accredited exercise professional.</p> <p><b>Module content:</b> Understand and apply the components and principles of fitness; Understand the exercise contraindications and key safety guidelines for special populations; Understand how to safely monitor exercise intensity; Understand the health benefits of physical activity; Understand how to collect and use client information to plan gym based exercise; Be able to collect and use client information to plan gym based exercise; Understand how to plan a gym based programme based on a client's needs and ability; Be able to plan a gym based programme based on a client's needs and ability; Prepare of self, client and equipment for gym based exercise programme; Instruct, support and supervise client in gym based exercise programme; and Evaluate design and delivery of gym based exercise programme through self-reflection and client feedback.</p> <p><b>Assessment:</b> Exam 50%; Workbook 50%</p>		
<p><b>Digital Business</b></p> <p><b>Module Description:</b> The latest innovations in business and marketing are being driven by digital technologies. This module provides students with the skills, knowledge, tools and techniques to effectively engage with these new emerging technologies to create competitive advantage for sport organisations. Students will learn the foundation principles of digital marketing and recognise the key differences between traditional sport marketing and digital sport marketing. Students will be equipped with a range of practical skills that will enable them to create and edit online marketing content. Students will learn how to create websites and blogs for a sport organisation, and they will learn how to configure a range of social media accounts across platforms like Facebook, LinkedIn, and Twitter. As well as practical skills, students will develop their theoretical understanding and knowledge, so that they can identify how digital media is changing the delivery of sport marketing programmes, and the challenge of delivering these within the domestic and global context. In addition, students will also appreciate the relevant legal and business considerations including Identity; Privacy; reputation management; and data protection.</p> <p><b>Module content:</b> Introduction to Digital Business; historical development; advantages of digital business; societal effects and future predictions; Digital fundamentals: How the internet works, Internet management; How the Web works; Wireless Connectivity; Digital marketing: the shift in marketing communications paradigm; 6 I's Model, 5 S's Model, Social networks as a marketing platform, the advantages and disadvantages of user-generated content; The fundamentals of website development: site development decisions, website content, managing content, website design; The role of personal and corporate blogs in marketing: content creation, promotion and management; Using data tools to enhance performance: Database tools; Database management systems (DBMS), Data warehouses, data mining, Data tools: Cookies, Beacons, Bugs and Spyware; Rich site summary (RSS), E-CRM; Gamification and marketing content. Use of video games to drive engagement and build relationships. Key theoretical principles; Crowdfunding- sourcing capital for small business ventures; Micro-tasking- breaking down large complex projects into small simple tasks and dividing them between large number of people e.g. Mechanical Turk; and Legal and policy considerations as appropriate, around for example - Copyright, trademarks, privacy/data protection, security, hackers, DOS attacks, Cyber attacks E-commerce and contracts, identity, reputation, safety, hate crime, EU Directive on blogging.</p> <p><b>Assessment:</b> Blog 100%</p>	Spring	10
<p><b>Geographies of Sport and Leisure</b></p> <p><b>Module Description:</b> This module invites students to show knowledge about the</p>	Spring	10

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<p>importance of places and spaces of sport and leisure. This ‘sense of place’ includes a range of foci from the local to the global. Module content examines theories of space and place and how cultural geographies shape, and are shaped by, people’s everyday sport experiences. Policies and planning of sport and leisure landscapes will also be studied. The sessions will be an appropriate mix of lectures, individual and group activities, field work (meeting at times away from campus), films and guest speakers. Upon completion, students are expected to demonstrate an understanding of the impact of place upon sporting experience, who they are, and the opportunities they have had.</p> <p><b>Module content:</b> Part 1: Introducing Sport &amp; Leisure Geographies - Why ‘geography matters’, Theories of place, Theories of social space, The flâneur, and Field visit - Leeds city centre; Part 2: Places, Spaces, Identities &amp; Experiences - Geographies of sport &amp; social class, Sport and racialised geographies, Sport and Gendered geographies, Geographies of sexuality and sport, Sport, leisure and ‘youthful’ geographies, and Field visit - Leeds urban parks; and Part 3: Decline and renewal - Degeneration and Decline: ‘The collapsoscape’, Cultural Regeneration and “World Cities”, and Sports, memory, and sites of heritage.</p> <p><b>Assessment:</b> Essay 80%; Worksheet 20%</p>		
<p><b>Enterprise and Research</b></p> <p><b>Module Description:</b> This module aims to introduce students to the fundamentals of enterprise and research skills. Students will be introduced to key researchers and develop an understanding the relevance of research in informing business decision making and development. Students will benefit from hands on experience of collecting and analysing data related to real world sports businesses. Students will continue develop their personal, academic and career skills as well as laying foundations for the Professional Practice in the Sports Industry module.</p> <p><b>Module content:</b> The importance of research and development in the sports business industry; Business Intelligence; Market Research; Data collection tools and design; Data analysis and interpretation; Enterprise and its significance for sports businesses; Entrepreneurial strategy; Intrapreneurship; and Report and Reflective e-Portfolio Writing.</p> <p><b>Assessment:</b> Report 70%; Portfolio 30%</p>	Spring	10
<p><b>Sport Finance</b></p> <p><b>Module Description:</b> With the Sport Industry being valued at anywhere between £100 – £600 billion, there is a clear need for sport business managers to have financial awareness and the skill set to analyse and interpret financial statements, to inform evidenced-based decision making. This module provides students with an applied knowledge and understanding of financial management principles in relation to the global Sports Industry.</p> <p><b>Module content:</b> Importance of finance to the sports industry; Fundamentals of finance, the impact of financial policies on sport businesses, sources of funding; Definitions, profit, relationship between profit and loss account, balance sheet and cash flow statement, Value Added Tax (VAT), Corporation Tax; Cash, cash inflows and outflows, cash flow statements, costing (fixed, variable, marginal), Pricing Strategies; Budgeting - How sports teams plan financially, value of financial data, planning; Financial Analysis – Turnover Ratio, Profit Ratio, Acid Test, Liquidity Ratio, Dividends (per share and Yield), Investors, Capital Employed, ROI; Understanding financial structures across different sectors within the global sport industry; Understanding the of funding bids; Understanding and Developing Financial Reports; and Future Trends of Global Sport Finance.</p> <p><b>Assessment:</b> Report 70%; Exam 30%</p>	Spring	10
<p><b>Sport History and Heritage</b></p>	Spring	10

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<p><b>Module Description:</b> This module will introduce students to key methodological and study skills required for sport history via consideration of topics relevant to an understanding of sport in Britain today. Students will learn how sporting practices and participation have been shaped by wider social, economic and political trends over time; as well as how the evolving field of sport heritage seeks to maintain the presence of the past in contemporary sport.</p> <p><b>Module content:</b> Indicative topics: Why study sport history and heritage?; Presence of the past in sport; Sporting heroes and heroines; Making history: historiography, sources and how historians work; Sport, social identities and participation; Impact of Public School sport and games; British influence on the development of sport abroad; The media and sport history; Politics, sport history and heritage; and Development of the sport heritage 'industry'.</p> <p><b>Assessment:</b> Review 40%; Essay 60%</p>		
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## LEVEL 5 – 2<sup>ND</sup> YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p><b>Sport Curriculum 2: Understanding and analysing the demands of sport for children and young people</b></p> <p><b>Module Description:</b> Drawing on quantitative and qualitative methods students will be encouraged to analyse and evaluate physical, technical, tactical and psychological requirements of a chosen sport in order to make recommendations on curriculum content for children and young people at different ages and stages of development. In addition, students will have the opportunity to plan, deliver and evaluate different ways to coach key physical, technical and tactical skills in sport.</p> <p><b>Module content:</b> Students will be expected to engage with and read about the following research, theories and concepts: Concepts of physical, technical, tactical and psychological and their application to early and late specialisation sports; Quantitative and qualitative analysis tools to acquire an insight in to the requirements and demands of training and competing in specific sports; Generic and sport specific coaching resources and how they cater for the physical, technical, tactical and psychological development of children and young people at different ages and stages of development; Medium term planning; National and International participant development models; and National and International sport curriculums.</p> <p><b>Assessment:</b> Workshops 30%; Report 70%</p>	Autumn	10
<p><b>Physiology of Sport and Exercise Science for Sport and Exercise Therapists 2</b></p> <p><b>Module Description:</b> To introduce students to the nutritional strategies for training, recovery and performance and physiology of training and adaptation.</p> <p><b>Module content:</b> Homeostasis and hydration and blood glucose regulation; Nutrition for training, sport performance and recovery; Chronic adaptations to exercise and training; Evaluation of energy systems and their contribution to different types of exercise and sport performance; and Evaluation and selection of field and laboratory tests for the assessment of human performance.</p> <p><b>Assessment:</b> Lab report 50%; Exam 50%</p>	Autumn	10
<p><b>Community Sport Development</b></p> <p><b>Module Description:</b> This module aims to introduce students to the concepts, policy and practice of community sport development. Learning heavily on case studies of practice, the module will develop an appreciation and understanding of how sport can be delivered in an inclusive way to provide sport and physical activity opportunities for marginalised groups. The module will also touch upon the use of sport as a tool to support the development of disadvantaged and deprived communities.</p> <p><b>Module content:</b> Sociological barriers to participation such as class, gender and race; Community Sport Development in theory such as aims and definitions, CSD in the past, present and future, Community Sport Development versus 'traditional' approaches to sport, CSD organisations and practitioners, structure of provision, rationales of provision, the social value of sport, and sport and community development; and CSD in practice.</p> <p><b>Assessment:</b> Essay 100%</p>	Autumn	10
<p><b>Marketing Communications</b></p> <p><b>Module Description:</b> The purpose of this module is to provide an in depth, critical examination of the complex, expansive and burgeoning sport communications field. It will explore the multifarious facets of marketing communication and issues of</p>	Autumn	10

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<p>integration within the UK and International markets. It will provide students with the necessary skills and knowledge to apply marketing communications principles in practice.</p> <p><b>Module content:</b> Historical development of marketing communications; The paradigm shifts and communications theory; Marketing communications models: AIDA, DAGMAR and ATP, ADIAT, AISDALSLove models; Hierarchy of Effects Model; Uncontrollable/controllable communications; Communication advertising appeals; Creativity; Promotional planning; Promotional mix- advertising, PR, sales promotion and publicity; Regulatory aspects of Marketing communications; and Global Marketing.</p> <p><b>Assessment:</b> Presentation 60%; Exam 40%</p>		
<p><b>Strategic Management of Sport Business</b></p> <p><b>Module Description:</b> This module aims to introduce students to the fundamentals of strategic management within the sport business Industry. It will focus on a variety of environmental analysis and management models, which aid businesses in developing a greater appreciation of their operations and strategic direction. This will naturally lead onto students developing an understanding about the power of measuring, monitoring and evaluating this data to ensure long-term success. From a genuine strategic position students will learn about scenario planning and the importance of change. This module provides a connection to ‘real-world’ strategies, which are used as an assessment tool to influence business operations.</p> <p><b>Module content:</b> Understanding and responding to dynamic change and managing change in the sport business industry; Strategic Analysis through the application of appropriate environmental models; Strategic Analysis through the application of appropriate management models; Strategic direction of sport business through long-term planning, measuring and monitoring of specific strategies and frameworks; Strategic Choice via market identification and resource (skills, assets, finance, relationships, technical competence, facilities) allocation; Identification of factors which affect the sport businesses' performance at the different environmental levels; Investigating different forms of Corporate Strategy, which are aligned with the overall purpose and scope of a sport business within the Macro-environment; and Evaluating risk and reducing its liability.</p> <p><b>Assessment:</b> Business Report 100%</p>	Autumn	10
<p><b>The ABCs of Sport and Exercise Behaviour</b></p> <p><b>Module Description:</b> Students will evaluate evidence-based research for theories that attempt to explain how affect, behaviour and cognition (i.e., the ABCs) interact within sport and exercise.</p> <p><b>Module content:</b> Module content is indicated below by highlighting the key topics that will be covered in relation to each of the ABCs: Affect (e.g., emotion, mood, feelings); Behaviour (e.g., participation, performance, social interactions); and Cognition (e.g., appraisals, attributions, perceptions of self and others).</p> <p><b>Assessment:</b> Coursework 50%; Exam 50%</p>	Autumn	10
<p><b>Principles and Practice of Physical Activity and Public Health</b></p> <p><b>Module Description:</b> This module will build on the foundation learning of principles of behaviour formation/change in year one. Students will be introduced to the key, theoretical concepts and principles when designing, delivering and evaluating physical activity and public health interventions at the local, national and international level. The module acts to provide a generic foundation on which to establish (i) a critical evaluation and application of physical activity and public health interventions for priority groups, (ii) a critical interrogation and application of public health guidance and techniques to promote healthy behaviours at a population level, both at level 6.</p>	Autumn	10

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<p><b>Module learning outcomes:</b> Students will be able to identify, explain and apply key concepts and theory in physical activity and public health; Students will be able to identify and report the evidence supporting the effectiveness and efficiency of physical activity and public health interventions at local, national and international (global) levels; Students will be able to identify and explain the national and international evidence/practice based principles guiding the implementation of physical activity and public health interventions; and Students will be able to identify and apply the principles of evaluation.</p> <p><b>Assessment:</b> Set Exercises 30%; Report 70%</p>		
<p><b>Nutrition for Health, Sport &amp; Exercise</b></p> <p><b>Module Description:</b> This module will allow students to apply their knowledge of nutrition in specific health sport and exercise context areas whilst developing the skills required for practical application. As well as introducing a number of dietary related disorders (including obesity, eating disorders, cancer, diabetes, dyslipidemia and musculoskeletal health) students will consider the nutritional needs of sporting populations. By the end of the module students will have demonstrated an ability to work with different population groups, assess their requirements and provide appropriate dietary advice.</p> <p><b>Module content:</b> Food intake and Metabolism; Dietary related disorders e.g. obesity, diabetes, dyslipidemia, disordered eating, musculoskeletal health, cancer; Nutrition through the ages; Nutrition for endurance athletes; Nutrition for strength and power athletes; Nutrition for intermittent and team sports; Nutrition for different environmental conditions; Nutrition for special sporting populations; Nutrition and overtraining; and Nutrition and the immune function.</p> <p><b>Assessment:</b> Case study poster 40%; Exam 60%</p>	Autumn	10
<p><b>Sport Broadcasting</b></p> <p><b>Module Description:</b> This module introduces the students to changing sport broadcast landscape- from Terrestrial to Pay Per View and global consumption, programme scheduling and event timings, considering historical and commercial developments. It will critically analyse the dilemmas of rights holders, the use of multi-digital and social media, as well as strategies to engage consumers. The module will also consider the power and influence of sponsors, the issue of ambush marketing and major sport events, and the importance of brand management, analytics and tracking exposure and engagement across various platforms. Topics include the influence of betting, live streaming and potential adverse impacts on sport competition such as match or spot-fixing, alongside legal, regulatory and integrity considerations of coverage. Each theme is considered in relation to the opportunities for and impacts upon sport business and sport marketing.</p> <p><b>Module content:</b> The Sport Broadcast Landscape: License Fee/Commercial/Subscription/Pay Per View/ BBC/ITV, Four and Five/Sky &amp; BT/Sky. Analysis of the Shift in the Balance of Power in recent history. Critical Analysis of different models and their influence on income streams and acquisition opportunities for business. OTT Services-are they the future? Consideration of broadcasting direct to the consumer. Rights holder Relationship. Income v Exposure, the dilemma of the rights holder. Regulation and Compliance. The influence of the regulator on coverage, sponsor and advertising awareness. New Narrowcast Streams. Use of multi-digital and social media. Case Studies e.g. Major League Baseball supporter, season ticket for viewing live games via their own broadcast system. Importance of short form content delivered via digital media. Rights holders access to their own U Tube Channels.. The development of a new Olympic TV service across all platforms, streaming live content, originated material and archive material currently in development. Use of social media to engage interest and create noise. Case Study: England Netball. Sponsorship: existence of sponsorship as a result of broadcasting. Power and influence of sponsors.</p>	Autumn	10

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<p>Ambush Marketing. Importance of Brand Management and analytics, tracking and reporting brand exposure and engagement across platforms. Perimeter advertising and shirt sponsorship. Betting: Exponential increase in the value of the betting business in the last ten years, due to broadcast opportunities, through multi-channel coverage and streaming. Changes in the gambling habits of punters. Advent of live streaming of sports events by bookmakers on their websites and the financial impact on those sports. Detrimental impact upon the integrity of sport - corruption, match and spot-fixing in sport (tennis, cricket) Made for TV events. Representation, stereotypes in sport media broadcasting: implications for management and marketing. Understanding the challenges of using and managing the disruptive dynamic digital environment, e.g. Legal, regulatory and policy considerations. Benefits, risks, social media policies, civil and criminal responses.</p> <p><b>Assessment:</b> Essay 100%</p>		
<p><b>Soccer &amp; Society</b></p> <p><b>Module Description:</b> The module seeks to develop students' understanding of relevant social science perspectives applied to contemporary professional soccer; and to relate these critical approaches to important contemporary issues within the sport.</p> <p><b>Module Content:</b> The history, development and commercialisation of football; Politics and globalisation and football; Football fans, supporter communities and host communities; Football hooliganism; Racism, anti-racism and the experiences of Black and South Asian players; and Gender and football (Masculinity, homophobia, heteronormativity).</p> <p><b>Assessment:</b> Essay 75%; Presentation 25%</p>	Autumn	10
<p><b>Managing People in Sports Organisation</b></p> <p><b>Module Description:</b> The module provides a holistic, contextualised and integrated approach to the management of people in sports organisations applied to real life scenarios. By its very nature the sport industry is service orientated and as a consequence staff intensive. Therefore, the effective management of staff plays a crucial role in the achievement of an organisation's objectives and hence its overall productivity and success. The module will cover selected aspects of human resource management processes, recognising the need to manage and work with people equitably from both a legal and moral perspective. Leadership styles and theories are applied to real life scenarios, as well as considering the impact of organisational structures and cultures; staff motivation, engagement and satisfaction; and group dynamics and performance. Students will study relevant content and develop particular skills which will be useful in the processes of human resource management in the sport workplace.</p> <p><b>Module content:</b> The indicative curriculum content for students will include: An appreciation of the different dimensions of the human resource management process; An appreciation of how the situational variables of leadership, motivation and group dynamics influence organisational behaviour; A recognition of the need to manage and work with people equitably from both a legislative and moral perspective; An analysis of a range of leadership styles and theories and application to real life scenarios; An identification of a range of factors impacting upon group dynamics and performance and application to real life scenarios; Reflection upon a range of perspectives on employee engagement, satisfaction and motivation and application to real life scenarios; An identification and exploration of the processes of recruitment, selection, training and development and application to real life scenarios; and A critical evaluation of a range of organisational structures and recognition of how these influence organisational culture.</p> <p><b>Assessment:</b> Case study job advert 20%; Case study justification memo 40%; Case study briefing report 40%</p>	Autumn	10

<p><b>Sport and Social Theory</b></p> <p><b>Module Description:</b> The module enables students to understand social theory and how this influences our understanding of sport and leisure. Students will engage with a philosophical understanding of social theory: where it came from and why particular approaches are adopted to query society in and through sport. The module will require students to review and explore a range of social theories to assess their respective merits and developments.</p> <p><b>Module content:</b> Functionalism; Critical theory; Structure and agency; Globalisation; Capital theory; Feminism; Marxism; Power; Post-structuralism; and Socio-political theory.</p> <p><b>Assessment:</b> Written assignment 70%; Logbook 30%</p>	Autumn	10
<p><b>Analysis &amp; Acquisition of Skill</b></p> <p><b>Module Description:</b> Analysis of a movement deepens understanding of the technical demands and constraints of a skill, and allows an evaluation of the learners current level of proficiency and where potential performance gains can be made. Armed with such knowledge the coach needs to know how best to affect permanent changes in technique and advance skill performance. In this module emphasis will be placed on developing students understanding of basic biomechanical and skill acquisition principles and their application to Sports Coaching.</p> <p><b>Module content:</b> Biomechanical principles: Introduction to biomechanical theories - Linear kinematics and kinetics, and Basic angular kinematics and kinetics; Identify and apply mechanical principles to a range of activities; Understand the importance of parameters to performance; and Measure appropriate biomechanical variables in skill performance. Skill acquisition principles: Reinvestment · Explicit monitoring theory · Constrained-action hypothesis; Implicit motor learning; Schema theory; Dynamical systems theory · Constraints-led approach; and Challenge point framework · Contextual interference · Augmented feedback.</p> <p><b>Assessment:</b> Lab report * 2 50%; Essay 50%</p>	Autumn	10
<p><b>Science of Physical Activity and Health for Children and Young People</b></p> <p><b>Module Description:</b> This module builds on the science foundation developed in the first year of the course. It will provide students with knowledge, understanding and applications of key concepts from biomechanics, nutrition, physiology and psychology to show how science informs physical activity and health in children and young people. The module explores role in physical activity for disease prevention and enhanced development. Prevalence of disease types and risk factors in children and young people be evaluated and used to assess the role and prescription of physical activity. The benefits of physical activity upon physical functional capacities, bone health, cognitive function and quality of life in children and young people will be evaluated.</p> <p><b>Module content:</b> The following content will be applied in the context of young people: Nutrition, growth and maturation; Physical development in humans; The role of inactivity in the aetiology of disease and the role of sport &amp; physical activity in the prevention of diseases; Epidemiology of physical activity, health and disease; The relationship between physical activity and health; Determinants of physical activity and key factors that are associated with different levels of physical activity; Benefits of physical activity upon physical functional capacities, bone health, cognitive function and quality of life; Developmental and Psychological Factors in Youth Physical Activity and Sedentary Behaviour; Social and Contextual Factors in Youth Physical Activity and Sedentary Behaviour; and Methods for the assessment of physical activity</p> <p><b>Assessment:</b> Presentation 40%; Exam 60%</p>	Autumn Spring	10
<p><b>Strength &amp; Conditioning / Fitness</b></p> <p><b>Module Description:</b> To provide students with an understanding of basic training</p>	Autumn Spring	10

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<p>strategies and the ability to combine conditioning techniques into short term conditioning programmes in their own sport/coaching/teaching environment. It will engage students in vocational experiences that will aid employability within the sporting sector.</p> <p><b>Module content:</b> Students will consider aspects of theory and practice in the development of competence in strength and conditioning/Fitness including learning, progression, differentiation, safe practice, and assessment. It will inform safe practice and provide opportunities for students to work together to develop their knowledge, understanding and experience of activities and planning for sessions. Students will engage in research to develop their understanding of the varied environments and users within the strength/fitness industry.</p> <p><b>Assessment:</b> Presentation 50%; Observed Practice 50%</p>		
<p><b>Measurement and Evaluation for Sport &amp; Exercise Physiology</b></p> <p><b>Module Description:</b> This module will enable students to identify and evaluate research, assessment techniques and exercise practices in a range of specific situations, including; sports performance and selected health and diseases. The module will give you the relevant underpinning knowledge and practical skills required to identify and apply appropriate assessment technique(s) to a variety of sport or exercise measurement situations.</p> <p><b>Module content:</b> Measurement of physiological function at rest, during exercise and recovery; Issues in body composition assessment; Aerobic fitness; theory and measurement; Lactate threshold; theory and measurement; Assessment of muscular strength and power; Sport specific field tests; Health screening for physiological assessment; Epidemiology of physical activity and health; Cardiovascular disease and risk factors; Exercise and diabetes; Exercise and bone health; and Exercise and asthma.</p> <p><b>Assessment:</b> Report 40%; Exam 60%</p>	Spring	10
<p><b>Biomechanical Analysis of Sport Performance and Injury</b></p> <p><b>Module Description:</b> The module will enhance students' understanding of biomechanical theory through the application of principles to sport &amp; exercise contexts. Students will appreciate the influence of key determinants on human performance and injury whilst identifying methods of optimising performance and minimising injury risk. This module will also develop student's laboratory and practical skills in data collection and analysis techniques.</p> <p><b>Module content:</b> Biological materials (properties and function); Biological materials and their response to external loading; Intrinsic and extrinsic factors affecting performance and injury (e.g. genetic factors, anatomical and physiological factors, movement technique, surfaces and footwear); Biomechanical factors affecting performance and injury (advanced kinetics and kinematics, material properties, and environmental influences); Musculoskeletal loading and injury: Calculating external forces using laboratory techniques and appreciate their impact on tissue properties, function and performance and injury parameters; Advanced sports performance and injury analysis, with appropriate methods (e.g. EMG and motion analysis systems) and theoretical underpinning; The synchronisation of multiple data collection methods; Appreciation and application of noise reduction techniques; Appreciation of applied interventions for enhancing performance/preventing injury; and Exposure to real-life scenarios of inter-related performance and injury constraints.</p> <p><b>Assessment:</b> Coursework assignment 50%; Exam 50%</p>	Spring	10
<p><b>Contemporary Sports History</b></p> <p><b>Module Description:</b> This is a topic-based historical module which seeks to elaborate how people, events and movements have impacted upon individual and collective experiences of sport during the twentieth century. It considers the impact of social,</p>	Spring	10

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<p>economic and political trends on sport practices and mobilises theoretical perspectives as a further means of understanding national, international and global developments. In doing so, the module seeks to illustrate how an understanding of the more recent sporting past is integral to properly understanding the global sporting present.</p> <p><b>Module aim:</b> Indicative topics: The Sporting Century: overview of social, economic and political trends; The Rise and Fall of Worker Sport; 'Pro-Am' debates in sport; From Sporting Hero to Sporting Celebrity (key case studies); Making history: the rise of media sport during the twentieth century; Identities and global sports (key case studies: cricket; rugby; football); The Personal is Political: Sporting Females; The rise of sport mega-events; The emergence of 'lifestyle' sports; and The Sporting 'Other': The Paralympics, Gay Games and the politics of inclusion.</p> <p><b>Assessment:</b> Presentation 30%; Essay 70%</p>		
<p><b>Managing Sport Development</b></p> <p><b>Module Description:</b> This module aims to introduce students to strategic management theory and apply this to the management of sport development programmes. It also looks at the impact of policy on practice and how this can be managed effectively in order to achieve a range of sport development outcomes.</p> <p><b>Module content:</b> Current sport and physical activity policy and initiatives; Strategic Analysis; Strategic Choice; and Strategic Implementation.</p> <p><b>Assessment:</b> Report 100%</p>	Spring	10
<p><b>Exercise for Referred Populations</b></p> <p><b>Module Description:</b> This module aims to give students the relevant underpinning knowledge and practical skills required to plan, deliver, manage and evaluate a safe, effective and progressive adapted physical activity programme for referred clients/patients with specific controlled conditions.</p> <p><b>Module learning outcomes:</b> Demonstrate the knowledge required to practise safely and professionally within an interdisciplinary exercise referral team; Evaluate and apply current relevant literature related to the specific controlled medical conditions and associated pharmacological treatments; Demonstrate the knowledge and skills required to use appropriate equipment in the design, management and adaption of an exercise referral programme with low-to-medium risk patients with medical conditions; and Demonstrate and apply the skills and knowledge required for the safe and effective design and delivery of an exercise and physical activity programme within an exercise referral scheme.</p> <p><b>Assessment:</b> Exam 30%; Coursework 70%</p>	Spring	10
<p><b>Science of Physical Activity and Health for Adults and Older Adults</b></p> <p><b>Module Description:</b> This module will further the students learning on the science strand within the degree. The content will build on the science foundations for level 4 using a multidisciplinary perspective focussing on adults and older adults. Students will understand and apply the key concepts of psychology, physiology, functional anatomy and nutrition to show how science plays a role in helping adults &amp; older adults to achieve a positive and healthy lifestyle. The prevalence of disease types and risk across adulthood will be explored with literature used to assess the role and prescription of PA and it's affect upon functional capacities (strength, endurance), bone health, cognitive function and quality of life in an ageing population.</p> <p><b>Module content:</b> The role of inactivity in the aetiology of disease and the role of sport &amp; physical activity in the prevention and management of communicative diseases across adulthood. Current PA profiles of the adult and older adult populations; The contribution of key concepts within nutrition and successful energy balance frameworks to enable PA engagement across adulthood; The contribution of key concepts within psychology; the role of attitude, mood and motivation to engage and</p>	Spring	10

<p>enable PA across adulthood; The contribution of key concepts within functional anatomy; strength training, mobility and endurance to engage and enable PA across adulthood; The contribution of key concepts within physiology to engage and enable PA across adulthood; The optimal physical activity recommendation for public health, understanding the links between physical activity and health for people of all ages (across adulthood) and across a range of lifestyles and backgrounds; and How scientific principles (Psychology, anatomy, physiology and nutrition) can be applied to PA prescriptions to understand and treat common adult and older adult diseases/ conditions – Coronary Heart Disease, Osteoporosis, Cancer, Cognition, Back pain, Stroke, and Falls.</p> <p><b>Assessment:</b> Exam 70%; Presentation 30%</p>		
<p><b>Outdoor and Adventurous Activities (Adventure Analysis)</b></p> <p><b>Module Description:</b> This module introduces students to the concept of outdoor adventure through participation in a range of practically based outdoor and adventurous activities. These experiences are underpinned by a critical theoretical framework related to the use of outdoor adventure exposure for generating holistic skill development, ecological awareness and therapeutic benefits. Experiential learning forms an important process and outcome for developing an understanding of the first-hand use of adventure for a multitude of purposes.</p> <p><b>Module content:</b> Rationale for use of the outdoors as a medium for development across different theoretical lens, biological, psychological, socio-cultural; The importance of OAA in contemporary society; Theoretical models associated with OAA; Holistic development including adventure therapy outdoor education, leisure, training and development; Motivational issues; Risk; Resilience and personal growth; Commercialisation of OAA; Economic, social and environmental impacts of outdoor and adventurous activities; Technology and the outdoors; Ethical issues and considerations; Ecological and environmental issues; and Research Methodologies in OAA.</p> <p><b>Assessment:</b> Residential-based interactive workshop / presentation 70%; Essay 30%</p>	Spring	10
<p><b>Inclusive Practice (Multiactivity)</b></p> <p><b>Module Description:</b> This module will allow students to experience and assess a range of practical activities across the inclusion spectrum. They will examine the ways in which simplified, modified and adapted activities chosen from games, gymnastics, athletics and aquatics, can provide opportunities for a range of abilities and achieve a variety of desired outcomes. The focus will be upon the identification of purpose and need and the assessment of outcome in inclusive and adapted practice.</p> <p><b>Module content:</b> Rationales for participating in activities Identification of opportunities and challenges; Identification of opportunities and challenges; Theory and practice of the inclusion spectrum and example activities; Principles of adaptation; The role of assistive devices and adapted equipment; Disability sport including Paralympic sport Activities for those with complex movement profiles including Boccia'; Mini and modified version; and A variety of modified and adapted activities from the following - Gymnastic disciplines such as Artistic Gymnastics, Rhythmic Gymnastics, Sports Aerobics and Sports Acrobatics; Athletic activities including Paralympic events; Aquatic activities including the use of assistive devices; and Games activities.</p> <p><b>Assessment:</b> Report 50%; Practical assessment 50%</p>	Spring	10
<p><b>Business Enterprise Planning</b></p> <p><b>Module Description:</b> Enterprise and the development of new SME's is a vital engine of business and economic growth. It is also a growing aspiration amongst students to launch business start-ups. This module equips students to gain a greater understanding of the application of enterprise skills to increasing income and... for</p>	Spring	10

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<p>individuals and/or sport businesses.</p> <p><b>Module content:</b> Idea generation; Business planning; Business structure and implications; Different types of enterprise; Researching the market; Researching the different types of Business sector and their variable opportunities for enterprise; Financial implications, cost, sales and sources of funding; Decision making; and Evaluation of enterprise skills.</p> <p><b>Assessment:</b> Presentation 40%; Business report 60%</p>		
<p><b>Sport Economics</b></p> <p><b>Module Description:</b> With such vast growth within the sport business industry, not just in financial terms, it has become a global economic phenomenon. Therefore this module equips students with the applied knowledge of how economic principles apply to the sport industry. Students will analyse current contemporary issues such as; the amount of money professional athletes earn, valuating professional athletes and impacts of mega events.</p> <p><b>Module content:</b> Introduction to Module and Economic principles – Exam and Essay Question, Supply and Demand, Consumption Theory (inc, Bordeaux, Veblen), Elasticity of Demand, Monopoly and Oligopoly. Economics of Professional Sport - (Uncertainty of outcome, competitive balance, monopolies and cartels. Inverted Joint Product). Economics of Professional Sport – (International Overview, Owner Objectives, Utility and profit maximisation, USA v British sports league structure). Economics of Professional Sport - Player salaries, the reserve clause, Bosman rule, free agency, retain and transfer system, marginal revenue product, Coase theorem, the reverse order draft, salary caps, luxury taxes. Economics of Professional Sport - Cross subsidization, revenue sharing and pooling, collective bargaining, promotion and relegation, expansion and relocation. Economics of Sport Broadcasting (Building upon L4 Finance Module) – impact on industry, salaries, competitive balance, Sponsorship, Global Media. Sport Consumption – Professional, Participation, Global Markets and Industries, Organisational. Economics of Sport Participation- Political Landscape, Government Intervention. Economic Impact of Sport. Global Sport Economics – Emerging Markets, Globalisation Theories. Understanding Sport Economic Analysis – Basic Economic Modelling, Regressions, Data, Sampling.</p> <p><b>Assessment:</b> Essay 50%; Exam 50%</p>	Spring	10
<p><b>Diversity &amp; Equity in Sports Organisation</b></p> <p><b>Module Description:</b> This module engages students by exploring the relevance and impacts of (in)equality to professional contexts in sport. The module encourages personal and professional reflection on issues of gender, ethnicity, class, age and disability. Throughout the module the onus is placed on the student to not only understand the significance of equality theories and processes, but also to develop a workshop to educate and challenge an audience of professionals. The module presents an opportunity to explore new ideas and reflect on the notion of personal and professional empathy.</p> <p><b>Module content:</b> Explore equity and key concepts - Equity, Equality, Diversity, Discrimination, Social Construction; Planning Equity Workshops; Theorising Thompson’s PCS model; Inclusion/Exclusion and the Policy Context; Exploring Disability Constraints and Challenges; Class and Socio-Economic Impacts; Sport and Leisure Breaking the Gender Barrier; Deconstructing the Aging Body; ‘Race’, and ethnicity: issues and controversies; Interventions and Campaigns; Managing Equality and Diversity in national governing organisations; Effective Workshops; and Using Video Reflections.</p> <p><b>Assessment:</b> Written group workshop 100%</p>	Spring	10
<p><b>Researching Sport &amp; Leisure</b></p> <p><b>Module Description:</b> The module will introduce students to different philosophical</p>	Spring	10

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<p>traditions within social research. Different research styles (approaches / methods) will be considered with reference to different examples of research in the field of sport and leisure. Students will be better equipped to critique the research of others and to undertake their own research, specifically their Major Independent Study in Level 6.</p> <p><b>Module content:</b> Two strands to the module: Overview of philosophy of research, methodology and methods; and MIS proposal. Indicative content: Research traditions of quantitative and qualitative research. Philosophy of research (Epistemology, axiology); Questionnaires, statistics and graphs; Media analysis (content / semiotic / discourse); Interviews and focus group research; Ethnographic and observational research; Historical research; and Preparing a research proposal (including generating a research topic; identifying the literature and writing a review; sampling; analysing data; research ethics).</p> <p><b>Assessment:</b> Set exercise 30%; Report 70%</p>		
<p><b>Research in Practice</b></p> <p><b>Module Description:</b> Building upon the research foundations set early on in the course, this module advances students research and analytical skills to be able to develop bespoke and creative research projects delivering business or academic insight at level 6. Students will gain the knowledge necessary to devise and conduct research that underpins and informs business decision making and strategies.</p> <p><b>Module content:</b> The Research Process; Appropriate research methods, techniques and tools; Qualitative and Quantitative research methods and tools; Techniques of Data Analysis; Application of research to problem solving; Research Design for problem solving; Evaluation processes and techniques; Understanding and overview of the 3 distinct pathways available in the MIS/Research module at Level 6; Tasters of the traditional MIS, Group Consultancy and Business Plan Options; Skills for Business Planning; Consulting and consultancy skills; Undertake an informed choice of their most appropriate research pathway at Level 6.</p> <p><b>Assessment:</b> Research design 50%; Presentation 50%</p>	Spring	10
<p><b>Sport Sponsorship</b></p> <p><b>Module Description:</b> The global Sponsorship industry has seen rapid growth in the past decade with sport having the lion share of the deals. Many global brands are using sport sponsorship as a sophisticated marketing communications strategy to deliver on a range of organisation, marketing and brand related objectives to achieve a return on their investment (ROI). The module will provide students with a critical insight into the growth and development of sport sponsorship in a global and local context. Students will acquire knowledge into the sponsorship management processes from a rights owner and sponsors perspective in order to understand the relationship and relevance to strategic decision-making.</p> <p><b>Module content:</b> The growth and development of sport sponsorship in the global sponsorship industry; Sponsorship as a strategic planning process to gain competitive advantage; Developing successful sponsorship programmes; Ethical &amp; CSR issues impacting decision making and acquisition of sponsorship; Sponsorship and its relationship with other marketing communication tools; Sponsorship and new media (internet, mobile technology, digital TV); Sponsorship management &amp; leveraging strategies; Evaluation and measurement of sponsorship campaigns; Ambush marketing; and Contemporary Issues: Benefits and risks to the future of sport sponsorship.</p> <p><b>Assessment:</b> Sponsorship Proposal 100%</p>	Spring	10
<p><b>Participant Development 2: Analysing the bio-psycho-social needs of children and young in sport</b></p> <p><b>Module Description:</b> This module aims to consolidate the learning from participant development 1a &amp; 1b and provide an introduction to key aspects of development for</p>	Spring	10

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<p>participants at different ages and stages through an integrated bio-psych-social analysis.</p> <p><b>Module content:</b> Models of participant development; Key characteristics and capabilities associated with growth, maturation and development; Knowledge and understanding of core concepts from paediatric exercise science as they relate to coaching children and young people; Responses to Physical Training (Cardiovascular/Anaerobic/Muscle Strength); Motivation; Cognitive development; Psycho social development; Psycho behavioural development; and Emotional development.</p> <p><b>Assessment:</b> Presentation 30%; Report 70%</p>		
<p><b>Designing Sport and Recreation Research</b></p> <p><b>Module Description:</b> This module introduces second year Sport and Recreation Development students to the principles and practice of academic research. Students engage in the entire research process from devising research questions, to designing ethically sound methodologies, to data collection and analysis. Much of the learning on the module is contextualised to the three pathways offered for the final year MIS and support is given to help students make informed pathway choices.</p> <p><b>Module content:</b> Designing and writing a literature review; The research process: research methods, sampling, research design; Introduction to MIS pathways; Qualitative and quantitative data collection methods; Designing and writing a research methodology; Principles of research ethics and how to gain ethical clearance for a MIS; Analysing data; and Formatting and presenting material.</p> <p><b>Assessment:</b> Research workbook 35%; Literature review 65%</p>	Spring	10

## LEVEL 6 – FINAL YEAR UNDERGRADUATE

**Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.**

Module information	Semester	ECTS
<p><b>Biomechanics of Strength &amp; Injury</b></p> <p><b>Module Description:</b> The module supports the students to develop an understanding of the structure and function of biological materials and their response to external loading. Moreover, the module aims to improve students' current knowledge of muscle structure and function by approaching both topics from a biomechanical perspective. Finally, the module incorporates a range of laboratory based activities in order to observe the function of the musculoskeletal system in different sport and exercise settings.</p> <p><b>Module content:</b> Biological materials (properties and function); Biological materials and their response to external loading; Intrinsic and extrinsic factors affecting injury (e.g. genetic factors, movement technique, surfaces and footwear) and interventions to reduce injury; Physiological and mechanical aspects of joint and muscle function (e.g. muscle architecture, motor unit function, joint position-moment arm); Relationship between muscle function and the quantity/quality of human movement; Neuromuscular considerations in strength training; Fundamental principles (e.g. specificity) in the assessment of strength and power; Sports and resistance training equipment; Biomechanical techniques (e.g. isokinetic dynamometry) used to assess muscle function and strength of selected joints; Use of electromyography to understand and analyse neural aspects of movement; Musculoskeletal loading and injury: Calculating internal forces using inverse dynamics; Other Biomechanical techniques (e.g. motion analysis, external force measurements) used to gather data to investigate strength related performance and injury related mechanisms; and Use of specialised computer software for the computation of critical mechanical variables associated with musculoskeletal loading and muscle strength.</p> <p><b>Assessment:</b> Exam 50%; Group experimental project 50%</p>	Autumn	10
<p><b>Sport Curriculum 3: Developing sport specific annual curriculum</b></p> <p><b>Module Description:</b> This module will continue to develop students understanding of the physical, technical, tactical and psychological demands of a chosen sport. In doing so students will be required to design analysis methods to generate an understanding of the physical, technical, tactical and psychological capabilities of children and young people at different ages and stages of development.</p> <p><b>Module content:</b> Underpinning theory and concepts of technique and tactics through links to; Different stages of participant development and national curriculum key stages; Decision making, problem identification and solving, working memory, processing efficiency; Skills (discrete, serial, continuous); Motor control theories and concepts; Skill progression and curriculum development; Effective measurement methods; Qualitative analysis methods (Field based); and Quantitative analysis methods (Software based).</p> <p><b>Assessment:</b> Report 30%; Presentation 70%</p>	Autumn	10
<p><b>Sport Curriculum Multi Skills: Developing a fundamental movement curriculum</b></p> <p><b>Module Description:</b> This module will continue to develop students' understanding of the relationship between bio-psycho-social development and fundamental movement skills (FMS) and fundamental sport skills (FSS). In doing so students will be required to design an annual curriculum for young children that will help them develop a strong foundation of generic fundamental movement and skill-based capabilities.</p>	Autumn	10

<p><b>Module content:</b> Critical analysis of bio-psycho-social participant development models; Multi skills curriculum and resources; Approaches to curriculum development; Developing and using functional analysis tools; and Principles of coaching children in the early and intermediate stages of development.</p> <p><b>Assessment:</b> Presentation 50%;Coursework 50%</p>		
<p><b>Recreation &amp; Community Development</b></p> <p><b>Module Description:</b> This module aims to build on students' previous knowledge of sport and community practice. It will extend students awareness of the concepts, theory, policy and practice of community development. It will utilise hegemonic theory to illuminate the power and processes inherent in the practice of community development. Students will be encouraged to critically apply theory to practice and evaluate radical approaches to best practice.</p> <p><b>Module content:</b> Critical evaluation of the role of sport and recreation in community practice and community development Conceptualising best practice in community development and recreation as informal education in youth and community work settings. Community consultation, participation, empowerment, capacity building, social cohesion and sustainability. The social context of inequality and difference; social exclusion and inclusion, Social Justice, Structural Inequalities, and Participatory Democracy monitoring, evaluation, and emancipatory action research. Understanding power dynamics and hegemony, in community practice and how to counteract oppressive influences. Radical community development, critical consciousness and praxis Sport as development in an international context. Evaluating case studies of practice in the light of critical community development theory. Utilising role-play to animate issues encountered in practice.</p> <p><b>Assessment:</b> Coursework 100%</p>	Autumn	10
<p><b>Physical Activity Interventions for Adults and Older Adults</b></p> <p><b>Module Description:</b> The module will develop students understanding and critical evaluation of local, national and international physical activity policy, guidance and scientific research for adults and older adults. The students will then critically apply their learning in the design, implementation and evaluation of an intervention to promote physical activity to a specific target population within adults or older adults.</p> <p><b>Module content:</b> The following content will be applied in the context of adults/older adults: Techniques for the critical evaluation of the evidence for assessing the effect and of physical activity interventions; Assessment of the quality, acceptance and the application of the evidence e.g. RCTs, single intervention studies, the Grey Literature; Assessment of the effectiveness and cost effectiveness of physical activity interventions at the local, national &amp; international level; Intervention mapping techniques, phases and protocols for use with adult/older adult populations; Intervention content, to include: participant needs and determinants, key delivery characteristics of interventions; Application of theoretical principles such as, models of behaviour change needs assessment and partnership and guidance mapping; Critical assessment and application of the guidance on intervention design and implementation such as, the NICE intervention and programme guidance &amp; BHF National Centre Guidance for Older Adults; and Techniques for the audit, evaluation of and research investigating the effect of physical activity and public health interventions.</p> <p><b>Assessment:</b> Set exercises 30%; Report 70%</p>	Autumn	10
<p><b>Physical Activity Interventions for Young People</b></p> <p><b>Module Description:</b> This module will draw together the three subject strands within the degree, science, intervention and practical delivery. Students will develop their understanding and critical evaluation of local, national and international physical activity policy, guidance and scientific research for young people. The students will</p>	Autumn	10

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<p>then critically apply their learning in the design, implementation and evaluation of an intervention to promote physical activity to a specific target population within young people.</p> <p><b>Module content:</b> Local, national and international policies for physical activity promotion in young people; Local, national and international guidance on physical activity intervention design for young people; Evaluation of different multi-component physical activity intervention approaches across a variety of settings with young people; Assessment of the effectiveness of interventions at the local, national and international level using scientific evidence on physical activity intervention design for young people; Guidance on intervention mapping; Behaviour change models to intervention design specifically for young people; Techniques for the audit and evaluation of physical activity interventions for young people; and Design and delivery of physical activity interventions for young people.</p> <p><b>Assessment:</b> Presentation 30%; Assignment 70%</p>		
<p><b>Participant Development 3: Developing interventions to meet the needs of children and young people within inclusive sporting contexts</b></p> <p><b>Module Description:</b> The module will develop students' ability to (i) critically evaluate theories associated with, (ii) make comparisons of participants' development of, and (iii) develop progressive intervention strategies in relation to, two participant populations' psycho-behavioural, psycho-social, anatomical and physiological development. Furthermore, students will be challenged to identify and explain key factors that should be considered in order to establish ethical, inclusive and empathic relationships across two participant populations.</p> <p><b>Module content:</b> Psycho-behavioural development; Psycho-social development; Anatomical development; Physiological development; Participant development models; Participant transitions; Needs analysis and field assessment methods; Goal setting; and Planning and integrating intervention content.</p> <p><b>Assessment:</b> Group presentation 40%; Report 60%</p>	Autumn	10
<p><b>Critical Issues in Physical Education and Youth Sport</b></p> <p><b>Module Description:</b> This module aims to provide a critical understanding of the nature of contemporary policy and practice in Physical Education (PE) and School Sport (PESS) and the implications for pupils and PE teachers. The nature of the PE curriculum and aspects of relevant national strategies for PE and School Sport will be assessed and explored. The module will encourage a critical evaluation of the status of PESS within education, and the implications of subject specialism and teachers' diverse identities for career positioning, experiences and advancement.</p> <p><b>Module content:</b> Theoretical perspectives on analysing policy and practice in school PE and sport; Curriculum development in Physical Education: changing constructions of a national curriculum; National strategies and their impact on pupils' differing experiences of PE and school sport and the status of PE; High Quality PE and Sport – definitions and evaluations; and Pupils' experiences of PE and sport in relation to the impact of gender, 'race', class.</p> <p><b>Assessment:</b> Essay 100%</p>	Autumn	10
<p><b>Applied Sport and Exercise Psychology</b></p> <p><b>Module Description:</b> Students will develop a critical understanding of the role of psychological principles in sport and exercise from an applied perspective. Students will identify and evaluate psychological principles that might help the individual / group to enhance performance / physical activity. By the end of the module students will have demonstrated an ability to examine different population groups, assess their requirements and provide appropriate intervention strategies based on empirical research.</p> <p><b>Module content:</b> Needs analysis; Planning and implementing intervention content</p>	Autumn	10

<p>(e.g. motivational interviewing, goal setting, relaxation, imagery, self-talk); Evaluating interventions; Models of interventions; Ethical, professional and legal issues; and Communication and counselling.</p> <p><b>Assessment:</b> Essay 70%; Essay 30%</p>		
<p><b>Applied Sport and Clinical Exercise Physiology</b></p> <p><b>Module Description:</b> This module extends the work covered in Measurement and Evaluation for Sport &amp; Exercise Physiology by examining the applied contexts of sport performance and clinical exercise physiology. Students will consider physiological mechanisms, responses and adaptations to exercise. These will include sports performers and individuals with clinical conditions.</p> <p><b>Module content:</b> The module may include the following content: Physiological response and adaptation to high intensity exercise; Physiological response and adaptation to endurance and ultra-endurance exercise; Thermoregulation; Hydration; Overtraining; Substrate availability; Exercise and heart failure; Exercise for skeletal health and osteoporosis prevention; Electrocardiography at rest and during exercise; Training prescription for sports performance; and Exercise programming in a clinical context.</p> <p><b>Assessment:</b> Exam 50%; Exam 50%</p>	Autumn	10
<p><b>Strategic Management of Sport Development</b></p> <p><b>Module Description:</b> This module consolidates and develops students' prior learning in the field of strategic management. An emphasis is placed upon flexible strategic thinking, with traditional approaches in sport development critiqued for their often mechanistic and unimaginative nature. Students will be placed in the role of consultants, and will be assigned to a sport development organisation upon which to base their assessment work. They are required to specify and deliver a critical piece of work which generates recommendations for organisational improvement. To aid this process literature from generic strategic management contexts is adapted and applied to contemporary sport development settings.</p> <p><b>Module content:</b> Strategy v policy and the requirement for strategy; Strategic management tools such as Porter's Five Forces and environmental scanning; Approaches to strategy including classical, evolutionary, systemic and processual; Implementing strategy, including the limitations of long-term planning and alternative modes of thinking, and the importance of organisational culture; Performance measurement including designing and employing performance indicators, evaluation of sports development plans and accountability; Strategic partnership working including stakeholder mapping, and issues and benefits associated with partnership working; Critical analysis of contemporary sports policy and associated social issues; The role of consultants in sport development / strategic management; and Guest speakers will provide up-to-the-minute contextual information and commentary.</p> <p><b>Assessment:</b> Presentation 30%; Report 70%</p>	Autumn	10
<p><b>Nutritional Manipulation for Health, Sport and Exercise</b></p> <p><b>Module Description:</b> This module will allow you to apply knowledge and skills to examine conditions and situations that impose additional challenges to the maintenance of nutritional status and consider the interaction of dietary manipulation and supplementation on metabolism, health, sport and exercise performance. This will be explored practically through a problem-based approach with application to a case study.</p> <p><b>Module content:</b> Exercise physiology and energy metabolism/availability; Measuring nutritional status; Managing and making weight; Disordered eating in athletes/female athlete triad; Medical and nutritional issues for the travelling athlete; Nutritional issues for special environments; 'Fad' diets: an evaluation of their ergogenic/ergolytic properties and their health effects in active and sedentary individuals; Carbohydrate</p>	Autumn	10

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<p>supplementation for the optimisation of glycogen storage; Protein supplementation for the enhancement of lean mass and for the optimisation of post-exercise recovery; and Nutritional ergogenic aids and practices.</p> <p><b>Assessment:</b> Case study report 60%; Exam 40%</p>		
<p><b>Digital Media for International Marketing</b></p> <p><b>Module Description:</b> This module will explore the variety of digital analytics and metrics that can be used to evaluate the effectiveness of sport marketing campaigns. It will examine the metrics available to measure a range of different platforms including web, mobile, and social media like Facebook and Twitter. On successful completion of the module students will be able to critically evaluate performance metrics to provide solutions to marketing problems and provide justifications for strategy development. Students will be able to evaluate a range of digital technologies and their application to sport marketing in a global context. They will use marketing theory to critique the use of these new and emerging technologies.</p> <p><b>Module content:</b> Content will, as appropriate, be drawn from: The challenges and opportunities of utilising digital technologies in a global sport environment; Socio-economic and cultural aspects of digital marketing; Digital communications: SEO, SEM, Paid search PPC, Interactive Marketing, Affiliate Marketing, Social Media marketing, community development, Opt in email, and other latest technologies; Mobile marketing: challenges and opportunities – geolocation, push notifications, mobile apps; Email marketing: testing and retargeting; Discovering and using analytics and metrics to measure the effectiveness of digital campaign on the web, mobile, social media and email; Challenges to conventional marketing theory, new digital models: REACH model, digital lead generation; Strategic approaches and marketing environmental factors that influence the implementation of online marketing campaigns/programmes; and Internet business models and the digital value proposition.</p> <p><b>Assessment:</b> Project 100%</p>	Autumn	10
<p><b>Advanced Strength &amp; Conditioning</b></p> <p><b>Module Description:</b> This module aims to facilitate the development of an in depth understanding of strength and conditioning training principles. This module would help students who have an interest in a career in strength and conditioning and help prepare them for a MSc qualification. Alternatively, the module would provide sports coaches with an interest in physical development appropriate knowledge and skills for implementing physical training or working with strength and conditioning coaches in the future.</p> <p><b>Module content:</b> Scientific Principles of Strength and Conditioning Training; Understanding the Physical Demands of Sport Performance; Measurement and Evaluation of Physical Capacities; and Strength and Conditioning Training Interventions.</p> <p><b>Assessment:</b> Presentation 70%; Practical skills assessment 30%</p>	Autumn	10
<p><b>The Application of Analysis Techniques to Sporting Performance</b></p> <p><b>Module Description:</b> The module will adopt a multi-discipline approach to the analysis of performance across a number of different sports. For example (but not restricting to) students could look at biomechanical, physiological, psychological and tactical analysis of Aquatics, Athletics, Games and Gymnastics. The students will then apply the analysis they have done to decide on appropriate interventions.</p> <p><b>Module content:</b> Biomechanical Analysis (Dartfish, Quintec); Psychological Analysis (CSAI 2); Tactical Analysis (Prozone, Dartfish); and Physiological (VO2 Max, Strength/Flexibility).</p> <p><b>Assessment:</b> Presentation 100%</p>	Autumn	10

<p><b>Sport Governance</b></p> <p><b>Module Description:</b> This module casts a critical eye on some very contemporary issues in sport governance across a variety of sport business contexts. It will take a multidisciplinary approach, drawing on policy, law, sociology and relevant research, beginning with theories and models of governance. It will explore the nature and challenges of engagement with different kinds of Boards and stakeholders. Policies and Guidance on good governance in public sport and corporate business sectors and regulatory oversight of governance in sport business contexts provide a springboard to critically examine appropriate cases or examples of good governance and failures in governance. There are opportunities to critically examine such areas as corruption in sport, whistleblowing, international anti-doping governance. Furthermore, this module aims to encourage students to critical reflect on key issues such as equality, diversity, cultural and ethical issues linked to individual and corporate conduct, as well as learning from other sectors such as banking, NHS, and other industrial contexts.</p> <p><b>Module content:</b> Indicative content will, as appropriate, be drawn from: Conceptions of governance and corporate governance; Models of Governance; Regulatory Oversight of Governance in Sport Business; Executive Duties; Guidance on Good Governance; Diversity and Equality in Governance and Board Representation; Integrated Reporting on Board Performance; Treasury Transparency Initiative; Learning from other contexts on matters of governance; Increasing focus on the board within the UK sport industry; Engaging with stakeholders in different sport business contexts – power relations and organisational culture; Key Decision-making; Discussion of key questions which those responsible for designing organisational governance structures need to answer; Relationship between the board and senior management/CEO. Impact of different sector characteristics upon the decision making of governing boards; Whistleblowing- legal and cultural perspectives; Critical Research on Governance in Sport Business contexts; and Issues of Ethical/Sport Governance Failures- e.g. Equality and Diversity, Corruption, Bribery.</p> <p><b>Assessment:</b> Essay 100%</p>	Autumn	10
<p><b>Strategic Marketing</b></p> <p><b>Module Description:</b> The module aims to guide students through the strategic marketing planning process. Students will be given the opportunity to critically evaluate a range of theoretical planning models and metrics. It will provide the theoretical underpinning to facilitate the development of a marketing strategy for a sport/leisure organisation.</p> <p><b>Module content:</b> Strategy v planning; Marketing Planning models; Market analysis: SWOT, PEST; Competitor Analysis; Approaches to competitive Strategy: Porters Five Forces, Competitive advantage; Strategic Direction: ANSOFF, BCG Portfolio Matrix; Relationship Marketing; Legal aspects of strategic marketing; and Digital Strategy.</p> <p><b>Assessment:</b> Exam 50%; Coursework 50%</p>	Autumn Spring	10
<p><b>Sport Business Analytics</b></p> <p><b>Module Description:</b> With the emergence of 'Big Data' as a vital engine of business growth, this module equips students to make evidence-based decisions to create competitive advantage through utilising business intelligence. The McKinsey Report (2011) illustrates the growing importance of "big data" within industry and a growing area of employment. Therefore this unique module introduces students to the cutting-edge analysis of 'big data' within sport industry. This will include analysing the data they hold on customers, participants, fans, spectators and viewers; identifying how they can improve efficiently and financial performance.</p> <p><b>Module content:</b> The digital landscape of sport business and the implications to data collection and analysis; The 'Big Data' phenomenon; Wearable technology; Statistical</p>	Autumn Spring	10

<p>techniques to analyse sport business data; Decision Making strategies and approaches; Sport analytics case studies (e.g. Moneyball); Sport Performance Analytics; Using sport analytics to make business decisions; and Critically evaluate selected legal and ethical considerations of Big Data and wearable technology.</p> <p><b>Assessment:</b> Report 50%; Presentation 50%</p>		
<p><b>Performance in Extreme Environments</b></p> <p><b>Module Description:</b> The aim of this module is to examine the interdisciplinary nature of sport and exercise science within the context of extreme environments. The module team will use a variety of delivery methods (e.g., lectures, seminars, lab-based practical classes) to demonstrate the need for practitioners to consider the links between the core sport and exercise science disciplines (i.e., biomechanics, nutrition, physiology, psychology) in order to ensure that health and performance are maintained in extreme environments (e.g., extreme temperatures, altitude). It is intended that students who complete the module will develop an understanding of the interactive relationships that exist between core sport and exercise science disciplines.</p> <p><b>Module content:</b> Exploration of what constitutes an “extreme” environment (e.g., changes in temperature, altitude, humidity; Ultra-endurance events); Considerations and consequences of extreme environments in relation to health and performance (e.g., planning and preparation, thermoregulation, hydration, cognitive functioning, recovery); and Development of key skills required when using technology designed to detect/regulate the impact of extreme environments on health and performance.</p> <p><b>Assessment:</b> Coursework 100%</p>	<p>Autumn Spring</p>	<p>10</p>
<p><b>Globalisation of Sport Business</b></p> <p><b>Module Description:</b> Sport is becoming a global phenomenon, with emerging and developing countries investing heavily in sport business opportunities. A good example of the global business of sport is the 2022 World Cup in Qatar. Therefore, it is important for future sport businesses professionals to have a deep understanding of how sport has become a global phenomenon. Drawing upon the knowledge and skill set already developed throughout the course, this module unpicks the historical, geopolitical, economic, technological, media, and ideological drivers to sport globalisation. This gives students the ability to make informed decision when developing global strategies within sport business.</p> <p><b>Module content:</b> Global Structures, including collegiate, club and state systems; International Labour Market for Sport, talent pipeline, migratory patterns, global celebrities, nationalism and identities; Globalisation v glocalisation, homogenization v heterogenization, the impact on individuals, sports and communities; Sporting subcultures, the development of sports around the world; and Sport and its utilization in a political, social welfare and communitarian context.</p> <p><b>Assessment:</b> Phase exam 50%; Essay 50%</p>	<p>Autumn Spring</p>	<p>10</p>
<p><b>Lifelong Participation (Multi-Activity)</b></p> <p><b>Module Description:</b> For students to appreciate the wider community and how physical activity can be used to enrich and engage a diverse range of user groups. The module will expose students to a variety of activities and how these can be used in varying settings spanning a range of inclusive practices. The module will also develop students understanding of local and national policies. Students will then use this learning to plan and implement a community project and to critically evaluate their process and understanding of this.</p> <p><b>Module content:</b> A range of practical activities to explore differing approaches to engaging with the wider adult community; To investigate a range of current physical activity programmes locally/nationally; Critical evaluation of a range of physical activity programmes locally/nationally; and Theory based approach to enable</p>	<p>Spring</p>	<p>10</p>

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students to appreciate approaches and importance of physical activity programmes. <b>Assessment:</b> Project 50%; Coursework 50%		
<b>Obesity Management</b> <b>Module Description:</b> The module will provide students with an understanding of the interdisciplinary nature of obesity. Students will apply their knowledge to design an appropriate lifestyle programme for an individual to manage their weight, and to critique existing obesity management interventions. <b>Module content:</b> Aetiology of obesity; Prevalence of obesity; Co-morbidities & costs of obesity; Energy Balance; Assessment & classification of obesity; Obesity policy; Role of physical activity in the management of obesity; Role of diet in the management of obesity; Role of behaviour modification in the management of obesity; and Contemporary approaches to obesity management. <b>Assessment:</b> Exam 50%; Coursework 50%	Spring	10
<b>Outdoor and Adventurous Activities (Journeying )</b> <b>Module Description:</b> This module allows small groups of students to independently plan and implement a journey of substance commensurate with group skills, experience and ability in an outdoor setting. Philosophical elements of journey development will be explored. They will gain the necessary theoretical and practical skills to allow a journey of at least two nights and three days to be undertaken. The journey will be self-reliant providing the opportunity for holistic engagement with the outdoors enhancing key transferable skills of leadership, group work and communication. <b>Module content:</b> Theoretical content and skills development will occur through practical workshop activities, lectures, seminars, tutorials and independent structured reflective study, self- directed experiential learning and group working situations. <b>Assessment:</b> Presentation 25%; Report 75%	Spring	10
<b>Cardiovascular Prevention and Rehabilitation</b> <b>Module Description:</b> This module will give students the relevant underpinning knowledge required to plan, deliver, manage and evaluate a safe, effective and progressive adapted physical activity programme for referred clients/patients with a variety of cardiovascular conditions. Students will learn the relevant pathophysiology of these conditions, the professional standards expected of those who deliver exercise programmes for these client groups, and the guidelines around planning and delivering appropriate exercise programmes. Students will also discuss the multi-disciplinary nature of the rehabilitation process for cardiovascular patients and will, more specifically, examine the role of dietary and psychological assessments and interventions. <b>Module content:</b> Cardiac rehabilitation: the background. Historical context and evidence of benefit. Current practice in the UK; The cardiovascular disease process – symptoms and manifestations. Investigative procedures and treatment; Secondary prevention concepts and practice; Acute and chronic adaptations to cardiovascular and resistance exercise in cardiac patients; Cardiac medications and effects on physiological responses to exercise; The rehabilitation process, including the role of exercise programming and prescription within outpatient programmes; Dietary interventions in cardiovascular rehabilitation programmes; Psychological assessment and support of cardiac patients; Protocol of information transfer from the primary/secondary care team to the exercise professional and application of the information obtained to exercise programming/prescription for cardiac sub-groups; and Consideration of health and safety issues and emergency procedures. <b>Assessment:</b> Exam 50%; Presentation 50%	Spring	10
<b>Contemporary Health Issues &amp; Physical Activity Rehabilitation</b>	Spring	10

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<p><b>Module Description:</b> The module allows the students to direct their learning towards a clinical health perspective, drawing together their learning from the science and intervention strands. Students will critically explore and understand a variety of contemporary health issues (HIV, Aids, Cancer, Eating Disorders, Schizophrenia and Neurological Diseases) and review the prevalent medical and physical treatments prescribed for these conditions. The role of exercise and diet will be critically evaluated to ascertain whether they can be used as an adjacent treatment in the regulation and or rehabilitation phase of a variety of contemporary health issues. Exercise and dietary prescriptions for the contemporary health issues covered will be reviewed and conclusions made as to potential dangers and barriers of prescribing exercise across different stages of the diseases discussed. Finally, students will select a contemporary health issue covered within the module and write a journal article review critiquing whether exercise can or should be used as an adjacent treatment method.</p> <p><b>Module content:</b> The prevalence and mortality rates of the chronic health issues, the aetiology of diseases; The prevalence of HIV/AIDS globally, the disease aetiology (stages of the disease) and predominant treatment methods; The role of physical activity, exercise &amp; nutrition in the management of HIV/AIDS; The prevalence of cancer globally, the disease aetiology (stages of the disease) and predominant treatment methods; The role of physical activity, exercise &amp; nutrition in the prevention, management (stage 1-4) and rehabilitation phase of different cancer types; The prevalence of eating disorders globally, the disease aetiology (stages of the disease) and predominant treatment methods; The role of physical activity, exercise &amp; nutrition in the prevention, management and rehabilitation phase of different eating disorder types; The prevalence of psychosis (Schizophrenia &amp; Manic Depression) globally, the disease aetiology (stages of the disease) and predominant treatment methods; The role of physical activity, exercise &amp; nutrition in the management and rehabilitation phase of different manic depression &amp; schizophrenia; The prevalence of Neurological Diseases globally, the disease aetiology (stages of the disease) and predominant treatment methods; The role of physical activity, exercise &amp; nutrition in the management and of different neurological diseases; Peer Review past student journal articles; and Living with HIV.AID,Psychosis, Eating Disorders – Video explorations.</p> <p><b>Assessment:</b> Coursework 100%</p>		
<p><b>Applied Principles of Sports Training</b></p> <p><b>Module Description:</b> The module is one of a number of modules with a sports performance theme within the BSc (Honours) Sport and Exercise Science undergraduate program. It is interdisciplinary and students are expected to understand the synergy between physiology, biomechanics, psychology and nutrition. This is attained through the study of sports training principles. Students will analyse the needs of different events and sporting movements as well as the needs of different populations. Students assess and use a variety of measurement processes in order to determine performance levels. They will also use interdisciplinary knowledge in order to prescribe methods in order to improve performance.</p> <p><i>* Students must have previously studied core Sport Sciences.</i></p> <p><b>Module content:</b> Introduction to Sports Training Principles; Adaptations to Strength and Cardiovascular Training; Sport specific event analysis- interdisciplinary characteristics of elite performance; Programming for sport specific strength, including periodization; Programming for sport specific cardiovascular fitness, including periodization; The role of sport psychology in coaching and exercise prescription; Using scientific measurement to determine athlete capabilities and/or movement characteristics; Training and programming for special populations including, children, older athletes and the disabled; and Research design in sports performance.</p>	Spring	10

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<p><b>Assessment:</b> Exam 50%; Case study 50%</p>		
<p><b>Sport &amp; Leisure Identities</b></p> <p><b>Module Description:</b> The purpose of this module is to critically assess the extent to which (social) identity is a product of key social factors and/or whether sport and leisure, in their broadest senses, allow for the creation and expression of different identities. Its underpinning disciplinary approach is sociology and it enables students to examine and apply key theoretical debates within sociology to various aspects of sport and leisure.</p> <p><b>Module content:</b> Defining identity in socio-cultural analysis; Exploring shifting approaches to 'identity' and social theory; Structure and agency debates and consequences for identity; Lifestyle and Identity: What is 'class' these days?; Changing identity contexts: from social conditions to social media; Gender and Sexualities: shifting theory; The Body and Identity: examining the links; Disability: from medical to social analysis; 'Race', Ethnicity and Identity: contemporary debates; Ageing and Identity: implications for society; and Research-led sessions that draw on work in Centre for Diversity, Equity and Inclusion (Institute of Sport, Physical Activity and Leisure in Carnegie Faculty).</p> <p><b>Assessment:</b> Essay 100%</p>	Spring	10
<p><b>Sport Branding</b></p> <p><b>Module Description:</b> This module aims to stimulate an enquiring, analytical and creative approach to the study of sport branding. Its purpose is to develop the student's critical understanding and awareness of contemporary sport branding issues and practices. The module will introduce students to the role of brands, the concept of brand equity and the advantages of creating strong brands in sport. It will explore the range of alternative branding strategies available to the sport's marketer, and the different approaches to measuring brand effectiveness.</p> <p><b>Module content:</b> Evolution of Brands; The Branding Process; Customer based Brand Equity; Brand Identity; Brand Positioning Strategies; Brand Image and Brand design; Brand Values and Personality; Measuring Brand Equity; Global Branding; Contemporary issues in branding; and Branding and legal protection.</p> <p><b>Assessment:</b> Project 100%</p>	Spring	10
<p><b>Globalisation of Sport Business</b></p> <p><b>Module Description:</b> Sport is becoming a global phenomenon, with emerging and developing countries investing heavily in sport business opportunities. A good example of the global business of sport is the 2022 World Cup in Qatar. Therefore, it is important for future sport businesses professionals to have a deep understanding of how sport has become a global phenomenon. Drawing upon the knowledge and skill set already developed throughout the course, this module unpicks the historical, geopolitical, economic, technological, media, and ideological drivers to sport globalisation. This gives students the ability to make informed decision when developing global strategies within sport business.</p> <p><b>Module content:</b> Global Structures, including collegiate, club and state systems; International Labour Market for Sport, talent pipeline, migratory patterns, global celebrities, nationalism and identities; Globalisation v glocalisation, homogenization v heterogenization, the impact on individuals, sports and communities; Sporting subcultures, the development of sports around the world; and Sport and its utilization in a political, social welfare and communitarian context.</p> <p><b>Assessment:</b> Exam 50%; Essay 50%</p>	Spring	10
<p><b>Advances in Analysis &amp; Acquisition of Skill</b></p> <p><b>Module Description:</b> Building on knowledge gathered of key biomechanical principles underlying sport performance, students will develop a technical model for a sport-</p>	Spring	10

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<p>specific skill of his/her choice. Students will apply the model to evaluate the performance of an individual athlete and to diagnose a critical technical error. Informed by a critical analysis of contemporary skill acquisition research, students will then design, run and test the effectiveness of a skill training intervention intended to correct the technical error and advance skill performance.</p> <p><b>Module content:</b> Analysis: Contemporary biomechanical theories - Deterministic modelling, Movement variability, and Technique analysis; Contemporary motor control theories on co-ordination; Identify and apply mechanical principles to sport specific skills; Understand the relationship between performance and technique; and Evaluate skill performance and technique using appropriate biomechanical/motor control variables (e.g., kinematics, kinetics, eye-tracking). Skill acquisition: Implicit motor learning design - Error-reduction, Subliminal information, Analogy, Reduced feedback, Bio-feedback, and Quiet-eye; Constrained-action hypothesis; Constraints-led approach; Reinvestment; Attentional Control Theory; and Perceptual-cognitive (decision making) expertise - Anticipation , and Pattern recognition.</p> <p><b>Assessment:</b> Report 70%; Presentation 30%</p>		
<p><b>Professional Practice in Sport &amp; Recreation Development</b></p> <p><b>Module Description:</b> This module is the final core module that Sport and Recreation Development students will study and therefore aims to incorporate all core themes of the degree such as management, leadership and community development. Students will be required to develop a professional bid document for a fictional funding stream, and ‘pitch’ their proposals to a panel of industry ‘dragons’. The module has been developed in partnership with Sport Development professionals from Leeds City Council to ensure it is industry relevant.</p> <p><i>* This module would only be appropriate for students studying a sport development vocational context</i></p> <p><b>Module content:</b> Students will be required to utilise theory from previous modules covering the following key themes: Strategic Management; Community Development; Leadership and teamwork development; Social inclusion/exclusion; and Policy formulation &amp; implementation. New theoretical content will also be provided as follows: Current local and national policy agendas; The strategic role of sport development professionals; Problem-solving and project management skills; Strategic marketing to include product development and design, promotion and social marketing; Financial management including financial planning and budgeting; Bid-development, tendering and commissioning frameworks; Sustainability in sport and recreation development; Communication, advocacy and negotiation skills; and Resource management for sports development.</p> <p><b>Assessment:</b> Coursework 70%; Presentation 30%</p>	Spring	10
<p><b>Professional Practice in Coaching Context</b></p> <p><b>Module Description:</b> This module aims to prepare students to exit the programme into employment into their chosen coaching contexts. Students will engage in activities to support the development of their professional practice through reflection their development as a person, student and coach. Students will gain an advanced understanding of a range of coaching contexts through engagement with industry via guest speakers and site visits where possible. By the end of the module, students will be work ready.</p> <p><b>Module content:</b> Taking a ‘real world’ approach this module will initially focus on exploring what professional practice is within sport coaching and sport coaching-related contexts. This will revisit a range of key topics delivered at levels 4 and 5 such as Professional Judgement &amp; Decision Making, Reflective Practice, and Nested Planning.</p> <p><b>Assessment:</b> Assignment 40%; Presentation 60%</p>	Spring	10

