

# [Module information pack](https://assignbuster.com/module-information-pack/)

Contents

* Presentation/Structure

### Purposes

The purpose of this faculty is to supply the pupil with an apprehension of public presentation tracts developed by administrations to develop participants to their full potency. The faculty will besides analyze the support mechanisms which assistance in this development of participants.

### Learning Results

At the terminal of this faculty pupils should be able to:

|  |  |
| --- | --- |
| 1. | Measure a assortment of public presentation tracts that exist at different degrees and within different athleticss |
| 2. | Assess the functional functions that persons and administrations play in making, developing and prolonging public presentation tracts. |
| 3. | Analyse the effectivity of talent designation systems and procedures |
| 4. | Plan and use the resources needed to back up potentially talented jocks. |

### Indicative Content

Development of Performance Pathways – World category start, World category potency. Regulating Body Development plans. Whole athletics programs

Endowment Identification – systems and procedures. Long Term Athlete Development

Resources for gifted jocks. Support systems for gifted jocks – Tantalum

Athlete Transition – get bying with hurt, retirement, patterned advance to coaching.

Coach development – Coaching tract, enlisting, keeping, CPD, UK Coaching Certificate. Coach professionalism, manager mentoring.

### Programme of Study

The programme is divided into 24 hebdomadal Sessionss. This represents the figure of learning hebdomads in semesters 1 and 2. Like the declarative content, the programme is a usher and may alter.

### Semester 1

|  |  |  |
| --- | --- | --- |
| Date | Lecture ( 1 hr ) | Seminar/Workshop ( 1 hr ) |
| 1 21st Sept | Introduction to module | |
| 2 28th Sept | Performance Pathways – what are they? Assessment 1 briefing. | |
| 3 5th Oct | UK Sport and its function in developing gifted jocks | |
| 4 12th Oct | NGB Development programs | |
| 5 19th Oct | NGB Performance tracts | |
| 6 26th Oct | Enhancement Week | |
| 7 2nd Nov | Long term jock development | |
| 8 9th Nov | Talent Identification systems Assignment 1 Handed In | |
| 916th Nov | Endowment ID Case Study | |
| 1023rdNov | Resources for Talented Athletes – EIS | |
| 1130th Nov | Assignment 1 Feedback | |
| 127thDec | Review of semester | |
| 14th Dec | Examinations Week Assignment 1 Re-work Handed in | |

### Semester 2

|  |  |  |
| --- | --- | --- |
| Date | Lecture ( 1 hr ) | Seminar/Workshop ( 1 hr ) |
| 1 11th Jan | Assessment 2 briefing. | |
| 2 18th Jan | Athlete passage – header with hurt, retirement | |
| 3 25th Jan | Athlete passage – performing artist to train | |
| 4 1st Feb | The UK Coaching Framework | |
| 5 8th Feb | Enhancement Week | |
| 6 15th Feb | Coach Development – coaching tract | |
| 7 22nd Feb | Assessment workshop | |
| 8 1st March | Coach Development Case survey | |
| 98th March | UKCC – Recruitment and keeping of managers Assignment 2 Hand in | |
| 10 15th March | Coach mentoring | |
| 11 22nd March | Coach professionalism – what are the deductions? | |
| 12 29th March | Assignment 2 Feedback | |
| 13  19th April | Year reappraisal and rating | |

### Teaching and Learning Schemes

A combination of hebdomadal talks, synergistic workshops and seminars will be used. The talks will cover the underpinning theoretical facet of the topic. Students will be asked to fix and take portion in-group role-play state of affairss and show their thoughts verbally and in written study format. Students will besides be asked to go to a figure of local athleticss development state of affairss and describe their empirical findings.

### Disability Discrimination Act

We recognise that each pupil is an single with their ain instruction support demands. The School will work with you to measure your demands and so assist do certain you have entree to the support you need from the broad scope of options available. This is in line with the University ‘ Disability Statement ‘ which outlines policy and proviso for work in this country.

To guarantee that we meet these criterions, instruction, larning and appraisal will be tailored to the demands of identified persons. It is the duty of pupils to guarantee that any particular educational demands are identified every bit shortly as possible. This will enable staff to amend learning stuffs, assessment schemes as required.

A full information battalion is available that lineations services for handicapped pupils. For farther information telephone 01772 892593, or through the university web site

hypertext transfer protocol: //www. uclan. ac. uk/old/student\_services/accentre/dld/info/doc/disabilityinfo. pdf

### Assessment Strategy

This faculty will be assessed by coursework ( 100 % ) . The coursework appraisals are designed to complement the faculty ‘ s acquisition results and to be larning activities every bit good as manners of appraisal. To go through this faculty pupils must try all constituents and achieve a lower limit of 40 % overall. In the first appraisal, if the grade falls below 40 % at the first effort, pupils will be given the chance to re-work it up to a upper limit of 40 % . The re-worked appraisal must be completed within 10 working yearss from the designated feedback day of the month ( stated below ) .

1.

Assessment briefing: Week 2 28th September 2009

Assessment manus in: Week 8, 9th November 2009

Designated feedback day of the month: Week 10, 30th November 2009

Re-work manus in: Week 13, 14th December 2009

2.

Assessment briefing: Week 1, 11th January 2010

Assessment Hand in: Week 9, March 8th 2010

Designated feedback day of the month: Week 12, 29th March 2010

### Indicative Reading List

Balyi, I. and Hamilton, A. The construct of long term jock development. Strength and Conditioning Coach Vol. 3, No. 2 1995.

Borer, K. The effects of exercising on growing ( reexamine article ) Sports Medicine Vol. 20, No. 6 1995.

Cahill, B. and Pearl, A. ( Eds ) 1993. Intensive Engagement in Children ‘ s Sport Human Kinetics Publishers,

Cassidy, T Jones R and Potrac P ( 2004 ) Understanding athleticss coaching: the societal, cultural and pedagogical foundations of training pattern London: Routledge

Collins, M ( 2006 ) Analyzing Sports Development Routledge: London,

English Sports Council ( 1999 ) Planing for athleticss development: making tracts for advancement in athletics London: English Sports Council,

English Sports Council, ( 1998 ) The Development of featuring talent 1997: an scrutiny of the current patterns for endowment development in English athletics. London: English Sports Council

Houlihan, B White A ( 2002 ) The political relations of athleticss development: development of athletics or development through athletics? London: Routledge,

Reilly, T. , Williams, A. M. and Richardson, D. ( 2003 ) Identifying talented participants. In: Science and Soccer II ( edited by T. Reilly and A. M. Williams ) . pp307-326. London: Routledge. ISBN: 0-415-262321

Richardson, D. and Reilly, T. ( 2001 ) . Talent designation, sensing and development of young person football participants – sociological considerations. Human Movement, Polish Scientific Physical Education Association, 1 ( 3 ) , 86-93.

### Thallium 2072 Player Pathway Development

Assessment One

This appraisal will account for 50 % of your concluding faculty grade and will measure the undermentioned results:

### Learning Results:

|  |  |
| --- | --- |
| 1. | Measure a assortment of public presentation tracts that exist at different degrees and within different athleticss |
| 2. | Assess the functional functions that persons and administrations play in making, developing and prolonging public presentation tracts. |

### Assignment Briefing

“ Using a instance survey attack of one National Governing Body ( NGB ) , investigate the theoretical underpinning and effectivity of the participant tract implemented and, where appropriate, pull upon illustrations from other NGB tracts ” .

### Undertaking:

The instance survey will be of 2000 words ( ±10 % ) , with the exact figure stated at the terminal of the essay.

The assignment will be submitted in a fictile billfold. Do non staple the pages together and make non utilize a booklet that requires holes to be punched in the paper. A completed pre-printed School front sheet must attach to the assignment.

### The assignment must be placed in the assignment box of Jackie Day by 9. 00am on 9thNovember 2009.

### Unauthorised Late Submission of Work

Students who submit work with 5 working yearss after the entry day of the month without an authorized extension will obtain a maximal grade of 40 % for that component of appraisal.

All work submitted subsequently than 5 working yearss after the published entry day of the month will be awarded a grade of 0 % .

### Appraisal Standards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Grade % | Relevance | Cognition | Analysis/Argument | Independent Research/Referencing | Presentation/Structure |
|  | 80+ | Directly relevant to the appraisal brief | An model cognition and apprehension of stuff and issues environing the subject country, some at the head of the subject. | An outstanding analysis of the material/evidence, critical usage of theoretical models/concepts, insightful decisions | All beginnings accurately cited in the text and an extended mention list in Harvard Style is provided. Good grounds of critical battle | Professionally presented with a really good construction, really good written with small or no grammatical or spelling mistakes |
|  | 70-79 | Directly relevant to the appraisal brief | An first-class cognition and apprehension of well-established stuff and issues environing the subject country | An first-class analysis of the material/evidence, critical usage of theoretical models/concepts, sound decisions | All beginnings accurately cited in the text and an appropriate mention list in Harvard Style is provided. Evidence of critical battle | Professionally presented with a good construction, good written with few grammatical or spelling mistakes |
|  | 60-69 | Relevant to the appraisal brief | A really good cognition of well-established stuff demoing a clear appreciation of subjects and issues | A really good analysis of the material/evidence with usage of theoretical models/concepts, clear decisions | Most beginnings accurately cited in the text and an appropriate mention list in Harvard Style is provided. Some grounds of critical battle | Very good presented and clearly written with few grammatical or spelling mistakes |
|  | 50-59 | Largely relevant but may float off from the brief in less focused transitions | Demonstrates a good degree of cognition and apprehension of well-established stuff | A sensible degree of analysis with some relation to theoretical models/concepts, some relevant decisions | Majority of beginnings accurately cited in the text and an appropriate mention list in Harvard Style is provided. Limited grounds of critical battle | Well presented and written with few grammatical or spelling mistakes |
|  | 40-49 | Some grade of irrelevancy but some relevancy in more focused transitions | A satisfactory scope of cognition and degree of understanding | Largely descriptive with lone basic grounds of analytical accomplishment, limited mention to theoretical models/concepts | Some beginnings accurately cited in the text and a mention list is provided. Evidence of independent research | Adequately presented and structured, by and large well-written with minor oversights in spelling and grammar |
|  | 30-39 | Relevance is intermittent with the subject reduced to its vaguest and least ambitious facets | A limited scope of cognition showing a hapless degree of apprehension. | Descriptive with a hapless degree of analysis, small or no mention to theoretical models/concepts | Referencing is hapless and unsystematic. Small independent research. | Ill presented, missing construction with many lacks in spelling and grammar |
|  | Below 30 | Clear irrelevancy to the appraisal brief | A deficiency of basic cognition necessary for an apprehension of the subject | No analysis and unequal statement, entirely descriptive | Very hapless referencing and grounds of independent research | Carelessly presented, missing construction and with major lacks in spelling and grammar. |

### Thallium 2072 Player Pathway Development

### 2009-2009

Appraisal Two

This appraisal will account for 50 % of your concluding faculty grade and will measure the undermentioned results:

|  |  |
| --- | --- |
| 3. | Analyse the effectivity of talent designation systems and procedures |
| 4. | Plan and use the resources needed to back up potentially talented jocks. |

### Assignment Briefing

You are to bring forth a Talent Identification Model ( approx 500 words ) for a scout/coach of your chosen athletics. You will so necessitate to apologize why you have used this theoretical account and how it will be implemented ( 1500 words ) . You can concentrate on one of the four pillars Technical, Tactical, Psychological and Fitness within your chosen athletics or utilize a combination and explicate your grounds why you have based your talent designation theoretical account on these/this pillar ( s ) .

The theoretical account and principle will be of 2000 words ( ±10 % ) , with the exact figure stated at the terminal of the essay.

The assignment will be submitted in a fictile billfold. Do non staple the pages together and make non utilize a booklet that requires holes to be punched in the paper. A completed pre-printed School front sheet must attach to the assignment.

The assignment must be placed in the assignment box of Jackie Day by 9. 00am on March 8th 2010. Punishments will be applied for late entry as per the School Assessment Strategy in your Course enchiridion.

### Appraisal Standards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Grade % | Relevance | Cognition | Analysis/Argument | Independent Research/Referencing | Presentation/Structure |
|  | 80+ | Directly relevant to the appraisal brief | An model cognition and apprehension of stuff and issues environing the subject country, some at the head of the subject. | An outstanding analysis of the material/evidence, critical usage of theoretical models/concepts, insightful decisions | All beginnings accurately cited in the text and an extended mention list in Harvard Style is provided. Good grounds of critical battle | Professionally presented with a really good construction, really good written with small or no grammatical or spelling mistakes |
|  | 70-79 | Directly relevant to the appraisal brief | An first-class cognition and apprehension of well-established stuff and issues environing the subject country | An first-class analysis of the material/evidence, critical usage of theoretical models/concepts, sound decisions | All beginnings accurately cited in the text and an appropriate mention list in Harvard Style is provided. Evidence of critical battle | Professionally presented with a good construction, good written with few grammatical or spelling mistakes |
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