

Module information pack



**ASSIGN
BUSTER**

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:

Measure a assortment of public presentation tracts that exist at

1. different degrees and within different athleticss

Assess the functional functions that persons and administrations play in making, developing and prolonging public presentation

2. tracts.

Analyse the effectivity of talent designation systems and

3. procedures

Plan and use the resources needed to back up potentially talented

4. 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 Sessions. 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

	Lecture (1 hr)	Seminar/Workshop (1 hr)
Date		
1	Introduction to module	
21st Sept		
2	Performance Pathways – what are they? Assessment 1	
28th Sept	briefing.	
3	UK Sport and its function in developing gifted jocks	
5th Oct		
4	NGB Development programs	
12th Oct		
5	NGB Performance tracts	
19th Oct		
6		
26th Oct	Enhancement Week	
7	Long term jock development	
2nd Nov		
8	Talent Identification systems Assignment 1 Handed In	
9th Nov		
9	Endowment ID Case Study	
16th Nov		
10	Resources for Talented Athletes – EIS	

23rd Nov

11

Assignment 1 Feedback

30th Nov

12

Review of semester

7th Dec

14th Dec Examinations Week Assignment 1 Re-work Handed in

Semester 2

	Lecture (1 hr)	Seminar/Workshop (1 hr)
Date		

111th 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

722nd Feb **Assessment workshop****8**

1st March Coach Development Case survey

UKCC – Recruitment and keeping of

9 managers

8th March

Assignment 2 Hand in

10 Coach mentoring

15th March

11 Coach professionalism – what are the

22nd

deductions?

March

12

29th March **Assignment 2 Feedback**

13

Year reappraisal and rating

19th April

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

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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 criteria, instruction, learning 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 learning 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

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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,

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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:

Measure a assortment of public presentation tracts that exist at

1. different degrees and within different athleticss

Assess the functional functions that persons and administrations

play in making, developing and prolonging public presentation

2. 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 ($\pm 10\%$) , 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 9th November 2009.

Unauthorised Late Submission of Work

Students who submit work with 5 working yearsss 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 years 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-	An first-class analysis of the material/evidence, critical usage of	All beginnings accurately cited in the text and an appropriate	Professionally presented with a good construction, good written with few

		established		mention list	
		stuff and	theoretical	in Harvard	
		issues	models/conc	Style is	grammatical
		environing	epts, sound	provided.	or spelling
		the subject	decisions	Evidence of	mistakes
		country		critical	
				battle	
				Most	
				beginnings	
		A really			
		good	A really good	accurately	
		cognition of	analysis of	cited in the	Very good
		well-	the	text and an	presented
	Relevant	established	material/evid	appropriate	and clearly
	to the	stuff	ence with	mention list	written with
60-69	appraisal	demoing a	usage of	in Harvard	few
	brief	clear	theoretical	Style is	grammatical
		appreciation	models/conc	provided.	or spelling
		of subjects	epts, clear	Some	mistakes
		and issues	decisions	grounds of	
				critical	
				battle	
50-59	Largely	Demonstrat	A sensible	Majority of	Well
	relevant	es a good	degree of	beginnings	presented
	but may	degree of	analysis with	accurately	and written
	float off	cognition	some	cited in the	with few

			text and an	
			appropriate	
	from the	relation to	mention list	
	and	theoretical	in Harvard	
	brief in	models/conc	Style is	grammatical
	less	epts, some	provided.	or spelling
	focused	relevant	Limited	mistakes
	transition	decisions	grounds of	
	s		critical	
			battle	
		Largely		
	Some	descriptive	Some	Adequately
	grade of	with lone	beginnings	presented
	irrelevanc	basic	accurately	and
	y but	grounds of	cited in the	structured,
	some	analytical	text and a	by and large
40-49	relevancy and degree	accomplishm	mention list	well-written
	in more	ent, limited	is provided.	with minor
	focused	mention to	Evidence of	oversights in
	transition	theoretical	independent	spelling and
	s	models/conc	research	grammar
		epts		
30-39	Relevance	Descriptive	Referencing	Ill presented,
	is	with a	is hapless	missing
	intermitte	hapless	and	construction

	nt with			
	the	degree of		
	subject	showing a	analysis,	unsystemati with many
	reduced	hapless	small or no	c. Small lacks in
	to its	degree of	mention to	independent spelling and
	vaguest	apprehensio	theoretical	research. grammar
	and least	n.	models/conc	
	ambitious		epts	
	facets			
		A deficiency		Carelessly
		of basic		presented,
	Clear	cognition	No analysis	Very hapless
	irrelevanc	necessary	and unequal	referencing
Below	y to the	for an	statement,	missing
30	appraisal	apprehensio	entirely	construction
	brief	n of the	descriptive	and with
		subject		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:

Analyse the effectivity of talent designation systems

3. and procedures

Plan and use the resources needed to back up

4. 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 ($\pm 10\%$) , 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/ Independent Presentation/

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%		Argument	Research/Referencing	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
70-79	Directly relevant to the appraisal brief	An first-class cognition and apprehension of well-established stuff and issues environing	An first-class analysis of the material/evidence, critical usage of theoretical models/concepts, sound	All beginnings accurately cited in the text and an appropriate mention list in Harvard Style is provided.

		the subject country	decisions	Evidence of critical battle	
		A really good cognition of well- established stuff demoing a clear appreciation of subjects and issues	A really good analysis of the material/evid ence with usage of theoretical models/conc epts, 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
60-69	Relevant to the appraisal brief				
50-59	Largely relevant but may float off from the brief in less focused	Demonstrat es a good degree of cognition and apprehensio n of well- established	A sensible degree of analysis with some relation to theoretical models/conc epts, some	Majority of beginnings accurately cited in the text and an appropriate mention list in Harvard	Well presented and written with few grammatical or spelling mistakes

				Style is provided.
	transition s	stuff	relevant decisions	Limited grounds of critical battle
			Largely	
40-49	Some grade of A irrelevanc y but some relevancy in more focused transition s	satisfactory scope of cognition and degree of understandi ng	descriptive with lone basic grounds of analytical accomplishm ent, limited mention to theoretical models/conc epts	Some beginnings accurately cited in the text and a mention list is provided. Evidence of independent research
30-39	Relevance is intermitte nt with the subject reduced	A limited scope of cognition showing a hapless degree of apprehensio	Descriptive with a hapless degree of analysis, small or no mention to	Referencing is hapless and unsystemati c. Small independent spelling and grammar

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ambitious

epts

facets

				Carelessly
		A deficiency		presented,
	Clear	of basic	No analysis	Very hapless
	irrelevanc	cognition	and unequal	referencing
Below	y to the	necessary	statement,	and grounds
30	appraisal	for an	entirely	of
	brief	apprehensio	descriptive	independent
		n of the	research	major lacks
		subject		in spelling
				and
				grammar.