

**ACADEMIC PARTNERSHIPS  
PROGRAMME QUALITY  
HANDBOOK  
2021-2022**

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**FdSc Sport, Coaching, Health  
& Fitness**

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## Welcome and Introduction

Welcome to FdSc Sport: Coaching, Health & Fitness delivered at Barnstaple (main site), North Devon by Petroc.

We are delighted that you have chosen to study with us and look forward; together, to an exciting couple of years. The programme of study revolves around your own professional development and engagement with a variety of contemporary issues within sport, health and fitness. We will be placing a distinct emphasis on 'sports', but at the same time advancing the relationship between sporting activities and health improvements.

The Foundation Degree Sport; Coaching, Health & Fitness is a dynamic courses with specific opportunities for the students to engage with the community. Students will be required to carry out a community health promotion campaigns within specified modules. Level 4 and 5 students will be required to engage with clients through both the Maintaining Personal Health, and Exercise Prescription modules. There are opportunities for students to develop their career pathways through the coaching and health & Fitness Modules.

The programme combines the areas of sport and health, and develops the ability of students to assess and improve the health status of clients, and of society in a wider context, by developing health promotion strategies and offering non-clinical interventions based on physical activity, nutrition and psychology. The programme is increasingly relevant to contemporary Britain and the content is currently driven by Central Government policy initiatives. As such, employment opportunities are likely to expand. The qualification content is dynamic and responsive to trends in the sport, coaching, health, fitness and physical activity sectors, ensuring student knowledge and experiences are contemporary and relevant. There are strong links to local industry, and provision of work-based learning opportunities.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

The approved programme specification

Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: [https://my.petroc.ac.uk/moodle/moodle\\_2/course/view.php?id=868](https://my.petroc.ac.uk/moodle/moodle_2/course/view.php?id=868)
- Your Module Guide available at: [https://my.petroc.ac.uk/moodle/moodle\\_2/course/view.php?id=868](https://my.petroc.ac.uk/moodle/moodle_2/course/view.php?id=868)
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

## 1. Programme Details

Awarding Institution:	University of Plymouth
Teaching Institution:	Petroc
Accrediting Body:	
Language of Study:	English <sup>1</sup>
Mode of Study:	Full Time <sup>2</sup>
Final Award:	FdSc
Intermediate Award:	Certificate of Higher Education
Programme Title:	Foundation Degree Sport; Coaching, Health & Fitness
UCAS Code:	C600
JACS Code:	C610

<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Developments Committee

<sup>2</sup> Full time/part time/distance learning etc.

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Benchmarks: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf><sup>3</sup>

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Date of Programme Approval: Feb 2014

## 2. Programme Aims

The programme will deliver:<sup>4</sup>

- The programme will provide an opportunity for access to a local higher level programme of study in a sports related subject for suitably qualified people in the North Devon region.
- The programme will provide students with the opportunity to acquire a variety of skills by including a range of diverse modules all connected within the common theme of 'Sport, Coaching, Health, Physical activity and Fitness'.
- The content, assessments and delivery of each module will be designed so as to provide optimal opportunity for the development of students.
- Students will be able to exploit the flexibility offered within modular assessments to focus on their own areas of interest and develop particular expertise in chosen aspects.
- Students will form and cultivate working relationships with numerous local industrial facilities in order to produce assessments, and fulfil the requirements of the '*Developing Graduate Skills*' module.

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<sup>3</sup> All award types should refer to QAA Subject Benchmark(s), but for Fd level or below this should be preceded by "*informed by ...*". Fd level qualifications should also cite Foundation Degree Qualification Benchmark (FDQB)

<sup>4</sup> Recommended: 5-7 number-bulleted

- Students will be able to demonstrate and apply their developing skills and knowledge in a functional way as the programme progresses, particularly in the '*Developing Graduate Skills*' placement, and by engagement with the local community.
- The programme will equip students with the levels of academic and practical ability needed to progress to Honours level study and succeed at this new level.
- The programme will ensure that students develop a wide range of transferable abilities and attributes to a standard consistent with that normally expected of higher level students.

Students will be required to exploit work based learning experiences in the production of level 5 work, and to disseminate details of those experiences to other students.

### 3. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:<sup>5</sup>

- Competently utilise a range of academic skills to a level consistent with that expected of higher level students.
- Describe and demonstrate an understanding of the relevance of principles of sport, health and physical activity and their relevance in the context of today's society.
- Explain the functions of a range of sports, health and physical activity organisations, and assess their performances.
- Describe and evaluate the roles of a range of professionals relevant to the field of study, and develop competencies in these professionalisms.

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Last Saved: 23/09/2021

- Demonstrate the ability to work productively as a part of a team to successfully organise and implement activities.
- Critically analyse essential theories of successful coaching and activity leadership, and evaluate their implementation.
- Successfully implement coaching and activity sessions for a range of client groups.
- Recognise essential features of the relationship between fitness and health, undertake fundamental health assessments, and competently construct fitness plans for clients according to need.
- Analyse a range of physiological and psychological disorders and the differences between them, and explain how avoidance or improvement may be achieved by correct implementation of activity or nutritional programmes.
- Develop a range of industrial skills and demonstrate the efficacy of these by engaging with local employers and clients.
- Develop the ability to conduct supervised research tasks to an appropriate level of competency.

### Programme Structure

The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.



FHEQ Level: For:

F/T Route Year <sup>5</sup>	P/T Route Year <sup>6</sup> <small>Error! Bookmark not defined.</small>	Core or Option Module <sup>6</sup>	Credits <sup>7</sup>	Module <sup>8</sup>
1		Core	20	SD116 Developing Graduate Skills
1		Core	20	PETR1002 Human Performance in Sports
1		Core	20	SD108 Sports Coaching
1		Core	20	SD115 Health & Fitness Principles
1		Core	20	PETR1001 Sport, Health & Physical Activity Organisations
1		Core	20	SHP104 Maintaining Personal Health
2		Core	20	PETR2002 Health Promotion and Lifestyle Wellbeing
2		Core	20	SD212 Research Methods
2		Core	20	PETR2118 Inclusive Activity for All
2		Option any mix	20	SD214 Event Management
2		Option any mix	20	PET2000 Exercise Prescription & Behaviour Change
2		Core	20	SHP201 Health & Activity for Young People
2		Core	20	PETR2011 Further Principles of Sports Coaching

## Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

<sup>5</sup> Enter: “1, 2, 3, 4 or No F/T (or P/T) Route”

<sup>6</sup> Enter: “Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)”

<sup>7</sup> Enter: “10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)”

<sup>8</sup> Enter: the module code and its title

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Level:					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
Knowledge / Understanding: 9 10  By the end of this level of this programme the students will be able to demonstrate for: <ul style="list-style-type: none"> <li>A threshold pass: Describe principles of Sport, Health and Physical Activity</li> </ul>	Primary: Lectures, Practical application <sup>11</sup> Secondary/Supplementary :	2, 3, 7, 8, 9 <sup>12</sup>	Hospitality, Leisure, Sport and Tourism <sup>12</sup>	Essays, observations, reflective, work placement, coaching, fitness and health screening, health promotion campaign,	PETR1002, SD116, SD108, , SHP104, PETR1001, SD115 SD212 SD214 PETR2002 SD220 PETR2000 PETR2118 SHP201 <sup>14</sup>

<sup>9</sup> Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

<sup>10</sup> Insert benchmark(s) statement reference

<sup>11</sup> List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<sup>12</sup> Refer to relevant numbered aim(s) or LO(s) [as appropriate]

<sup>14</sup> Insert the module code(s) that relate to these attributes/skills

<p>and their relevance in the context of today's society.</p> <ul style="list-style-type: none"> <li>Identify a range of sports, health and physical activity organisations and explain their function.</li> </ul>	Case studies, work placement, seminars, working with clients			research methods project, event management <sup>13</sup>	
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Demonstrate an understanding of a range of physiological and psychological disorders, the differences between them, and how avoidance or improvement may be achieved by correct implementation of activity or nutritional programmes.</p>	<p>Primary: Lectures, Practical application Secondary/Supplementary : Working with clients, reflection, health promotion campaign, work placement, work based experience</p>	2, 3, 4, 7, 8	<p>Hospitality, Leisure, Sport and Tourism</p> <p>Health Studies</p>	<p>Working directly with clients, fitness testing, health screening, examination,</p>	SD115 SHP104 SHP203 PETR2002
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:					
<p><b>Key Transferable Skills:</b></p> <p>By the end of this level of this programme the students will be able to demonstrate for:  <ul style="list-style-type: none"> <li>A threshold pass: Utilise a range of academic skills to a level consistent</li> </ul> </p>	<p>Primary: Lectures, practical supervision Secondary/Supplementary : :</p>	<p>2, 3, 7, 8</p> <p>2, 3, 5, 7, 8</p>	<p>Hospitality, Leisure, Sport and Tourism</p>	<p>Managing client progress, case studies, reflection, work placement, work based experience</p>	<p>ALL (especially SD116) SD108, SD112, SHP104, PETR2000 SD116, SHP101</p>

<sup>13</sup> [List the range of assessments most relevant to test these](#)

<p>with that expected of higher level students.</p> <ul style="list-style-type: none"> <li>• Work as a part of a team to organise and implement activities</li> <li>• Develop the ability to conduct independent research and complete research based tasks to a high level of competency.</li> </ul>	<p>Managing client progress, case studies, reflection, work placement, work based experience</p>	<p>2, 3, 4, 5, 7, 8</p>	<p>Health Studies</p>	<p>Essays, examinations, health screening, fitness testing, academic poster, presentations, portfolio, reflective accounts, working directly with clients.</p>	<p>SD212</p>
<p>An exposition for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p>					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p> <ul style="list-style-type: none"> <li>• A threshold pass: Describe the roles of a range of professionals relevant to the field of study and develop competencies in these areas.</li> <li>• Develop a range of industrial skills and demonstrate the efficacy of these by engaging with local employers and clients.</li> </ul>	<p>Primary: Lecture, tutorial, guided independent study Secondary/Supplementary : Work placement, seminars</p>	<p>2, 3, 4, 5, 6, 7, 8, 9 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Hospitality, Leisure, Sport and Tourism  Health Studies</p>	<p>Work placement Coaching Portfolio observation</p>	<p>SD116 SD108, SD112, PETR1001, SHP104, SD108, SD115 SHP104 SD116 PETR2000PETR2002 PETR2118 SD220 SD214 SHP201</p>
<p>An exposition for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p>					
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for:</p>	<p>Primary:</p>	<p>2, 3, 7, 8</p>	<p>Hospitality, Leisure,</p>	<p>Fitness testing, health screening, fitness planning,</p>	<p>SD108, SD115 SHP104 SD220</p>

<ul style="list-style-type: none"> <li>• A threshold pass: Successfully implement coaching and activity sessions for a range of client groups</li> <li>• Appreciate the relationship between fitness and health, undertake fundamental health assessments, and competently construct fitness plans for clients according to need.</li> <li>• Identify essential aspects of successful coaching and activity leadership.</li> </ul>	Lectures, guided learning, tutorials, independent study Secondary/Supplementary : Work placement, work based learning, coaching, health screening & fitness testing		Sport and Tourism  Health Studies	coaching observations, portfolio	PETR2000 PETR2118  SD115, SHP104 SHP203 PETR2118  SD108 SD220 PETR2118
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:					

### Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Level:					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
National Health Promotion scheme	Delivered at Petroc. Students manage	1,2,4,5,6,7,8,9,10,11	Health studies. Leisure and	Portfolio, reflection, observation, health	PETR2000 <sup>16</sup>

<sup>16</sup> Insert the module code(s) that will assess based on this activity

and based within North Devon - Walking for Health (WFH) (McMillian & Ramblers) – group promotion and campaign.	running the health campaign in North Devon.		hospitality <b>Error! Bookmark not defined.</b>	promotion campaign, essay. <sup>15</sup>	
Range of Local Primary & Infants school – students promote health and fitness and provide nutritional advice.	Working with local primary school in order to develop physical literacy and overall education on healthy lifestyles.	1,2,4,5,6,7,8,9,10,11	Health studies. Leisure and hospitality	Portfolio featuring planning, delivery and review	SHP201

#### 4. Progression Route

BSc (Hons)\_ Health, Exercise Stage 3 (University College Plymouth Marjon)

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<sup>15</sup> List the range of assessments most relevant

## Module Records

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	PETR1001	MODULE TITLE:	Sport, Health and Physical Activity Organisations
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CREDITS: 20	FHEQ Level: 4	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p><b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i>          The module considers the different organisations which have a responsibility for, or an interest in, the provision of sports and physical activities to the general public. The roles, logistics and functions of these organisations will be studied in detail, as well as the ways in which they co-ordinate with each other to implement central and local government health initiatives.</p>
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ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	60 %	P1 (Practical)	40 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Health, Education and Society
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Professional body minimum pass mark requirement: N/A
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<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>• Promote an understanding of the range of sports and health organisations relevant to activity provision, and the manner of their interactions.</li> <li>• Emphasise the importance of macro and micro organisational structures, and sound organisational management in the advancement of public health.</li> <li>• Investigate the success or otherwise of these organisations in their implementation of health policy and initiatives.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)          At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the range and extent of the organisations concerned with encouraging positive health status, and providing non-clinical health interventions</li> <li>2. Explain the association between health policy and non-clinical provision at national, regional and local levels</li> <li>3. Analyse the roles of a range of sports organisations</li> <li>4. Assess the ways in which sports and health organisations interact to enhance the health status of the population</li> </ol>
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DATE OF APPROVAL:	03/2007	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2007	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	01/2016	TERM/SEMESTER:	All year

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 108
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MODULE LEADER: Ben Lugsden	OTHER MODULE STAFF:
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<p>SUMMARY of MODULE CONTENT</p> <ul style="list-style-type: none"> <li>NHS</li> <li>Sports Governing Bodies (e.g. F.A., RFU, LTA, AAA)</li> <li>Local authority provided leisure centres</li> <li>Private fitness gyms, and clubs.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	Reviews of best practice, classroom based planning activities, and links to theory.
Seminars	15	
Project/activity supervision	15	
Tutorial	20	
Fieldwork	50	
Demonstrations and speaker/visit	10	
Guided Independent study	44	Students should explore areas of personal interest and find current research publications.
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		100%	
	T_		0% Total = 100%	
Coursework	C1	Written report	100%	Evaluation of the role of organisations in public health (LO1,2,4)
Practical	P1	Presentation	100%	Focussed evaluation of specific organisation (s) (LO3,4)

Updated by: Charles Smith	Date: 10/07/2017	Approved by: Laura West-Burnham	Date: 10/07/2017
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Recommended Texts and Sources:

Acred, C. (ed.) (2014) *Sport in our society*. 270 edn. Cambridge: Independence. (270).

Biddle, S., Fox, K. and Boutcher, S. (2000) *Physical activity and psychological wellbeing*. Abingdon: Routledge.

Blaxter, M. (2004) *Health*. Cambridge: Polity Press.

Bramham, P. and Hylton, K. (eds.) (2008) *Sports development : policy, process and practice*. 2nd edn. Abingdon: Routledge.

Buchanan, D. and Huczynski, A. (2004) *Organizational behaviour : An introductory text*. 5th edn. Essex: FT Prentice Hall.

Ewles, L. and Simnett, I. (2003) *Promoting health: a practical guide*. 5<sup>th</sup> edn. Edinburgh: Bailliere Tindall.

Graham, H. (2000) *Understanding health inequalities*. Maidenhead: Open University Press.

Jones, R., Potrac, P. and Cassidy, T. (2009) *Understanding sports coaching : The social, cultural and pedagogical foundations of coaching practice*. 2nd edn. Abingdon: Routledge.

Kohl, H.W. and Murray, T.D. (2012) *Foundations of physical activity and public health*. Champaign, Ill.; Leeds: Human Kinetics.

Mullins, L.J. and Christy, G. (2013) *Management & organisational behaviour*. 10th edn. Harlow, England: Pearson.

Westerbeek, H. and Smith, A. (2003) *Sport business in the global marketplace*. Hampshire: Palgrave Macmillan.

Woods, B. (2001) *Sport*. London: Hodder Arnold. (Psychology in practice) [E-book] Available at:

<http://site.ebrary.com/lib/ndevon/Doc?id=10295041> (

**SECTION A: DEFINITIVE MODULE RECORD.** Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

<b>MODULE CODE:</b>	PETR1002	<b>MODULE TITLE:</b>	Human Performance in Sports
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> C813
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)  
 This module informs students of how the body functions in sport and exercise conditions by focusing on the physiological, biomechanical and psychological aspects of performance. This information will form the basis for developing strategies and training regimes designed to optimise physical performance.

<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	40%	C1 (Coursework)	60 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b>	Health, Education and Society
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<b>Professional body minimum pass mark requirement:</b> N/A
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**MODULE AIMS:**

- Provide students with scientific explanations for the function of the body in sport and exercise.
- Use this information to suggest ways of improving performance
- Enable students to use scientific knowledge to construct appropriate training regimes.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:

1. Identify and demonstrate an understanding of the physiological principles which underpin exercise and performance
2. Identify and demonstrate an understanding of the nutritional principles which underpin exercise and performance
3. Identify and demonstrate an understanding of the biomechanical principles which underpin exercise and performance
4. Identify and demonstrate an understanding of the psychological principles which underpin exercise and performance

<b>DATE OF APPROVAL:</b>	03/2007	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2007	<b>SCHOOL/PARTNER:</b>	Petroc
<b>DATE(S) OF APPROVED CHANGE:</b>	01/2016	<b>TERM/SEMESTER:</b>	All year

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 108
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MODULE LEADER: Ben Lugsden	OTHER MODULE STAFF: Charles Smith
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<b>SUMMARY of MODULE CONTENT</b> <ul style="list-style-type: none"> <li>Aspects of exercise physiology.</li> <li>Elements of sports psychology.</li> <li>Elements of nutrition.</li> <li>Biomechanical principles.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Reviews of best practice, classroom based planning activities, and links to theory.
Seminars	6	
Project/activity supervision	15	
Tutorial	8	
Fieldwork	10	
Practical workshops	14	
Guided Independent study	99	Students should explore areas of personal interest and find current research publications.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E <sub>1</sub>	Exam	100%	Timed exam (LO1,2,3,4)
	T <sub>-</sub>		0% Total = 100%	
Coursework	C1	Written report	100%	Design and construct a training regime with evaluation (LO1,2,4)

Updated by: Charles Smith	Date: 10/07/2017	Approved by: Laura West-Burnham	Date: 10/07/2017
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<b>Recommended Texts and Sources:</b>  Ackland T.R., Elliott B.C. & Bloomfield J. (Eds) (2009) <i>Applied Anatomy and Biomechanics in Sport Human Kinetics</i>  Blazeovich, A. (2010) <i>Sports Biomechanics: The basics: Optimising Human Performance</i> , London: A & C Black Publishers Ltd. Dick, F. (2002) <i>Sports Training Principles (4th ed.)</i> A&C Black  Draper, N. and Marshall, H. (2012) <i>Exercise Physiology: for health and sports performance</i> , London: Pearson. Gadsdon, Sally (2001) <i>Psychology and Sport</i> London:Heinemann  Everett, G. (2016) <i>Olympic Weightlifting; A Complete Guide for Athletes &amp; Coaches</i> . 3rd edn. Fallbrook: Catalyst Athletics, LLC.  Hylton, K., Long, J. and Flintoff, A. (eds.) (2005) <i>Evaluating sport and active leisure for young people</i> . Eastbourne: Leisure Studies Association. (LSA publication).
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Jeukendrup, A.E & Gleeson M (2004) *Sports Nutrition – an introduction to energy production and performance*. Human Kinetics

Kirk, D. et al. (2008) *Key concepts in sport & exercise sciences*. London: SAGE Publications.

Le Vay, David (2001) *Teach Yourself Human Anatomy and Physiology* Hodder & Stoughton

Mc Ardle, W.D., Katch, K.I. & Katch, V.L. (2010). *Exercise Physiology: Nutrition, Energy, And Human Performance (7th Ed.)*. Lippincott Williams & Wilkins, London.

Moore, P. (2014) *Ultra performance : The psychology of endurance sports*. First Edition. London: Bloomsbury Sport.

Starrett, K. (2013) *Becoming a supple leopard : the ultimate guide to resolving pain, preventing injury, and optimizing athletic performance*. Las Vegas: Victory Belt Publishing.

Woods, Barbara (2001) *Psychology in Practice: Sport* Hodder & Stoughton

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SD108	<b>MODULE TITLE:</b> Sports Coaching
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 1	<b>JACS CODE:</b> C610
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 This module informs students of the theoretical principles required in organising coaching sessions in a range of sports. Students will be able to develop their coaching skills by means of leading practical sessions.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
<b>E1 (Formally scheduled)</b>	0%	<b>C1</b>	100%	<b>P1</b>	0% or Pass/Fail
<b>E2 (OSCE)</b>	0%	<b>A1</b>	0%		
<b>T1 (in-class test)</b>	0%				

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop practical coaching expertise by allowing students to apply theories of coaching via a variety of activities.
  - Encourage students to develop an analytical approach to the delivery of coaching sessions both individually and as part of a scheme.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:
1. Demonstrate an understanding of the key roles of the coach.
  2. Differentiate between different coaching styles and strategies.
  3. Effectively plan and implement coaching sessions across a range of sports.
  4. Analyse and evaluate sports coaching sessions.

<b>DATE OF APPROVAL:</b> 21/03/2007	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 26/09/2007	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Expertise of the coach.</li> <li>• Organising and implementing coaching sessions.</li> <li>• Prevention and treatment of injuries.</li> <li>• Practical coaching experience.</li> <li>• Evaluation of coaching sessions.</li> <li>• Varied coaching strategies</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	6	
Project Supervision	6	
Tutorial	20	
Fieldwork	65	
Demonstration	10	
External Visit	6	
Guided Independent Study	27	
Practical Classes & Workshops	30	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		100%	LO 1-4

<p>Updated by: Charles Smith Date: 10/07/17</p>	<p>Approved by: Laura West-Burnham Date:10/07/17</p>
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SHP104	<b>MODULE TITLE:</b> Maintaining Personal Health
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 Health issues which are of most concern at the time of study will be the foundation of this module. One of these is obesity, which is a disease in its own right, and is also a risk factor for several others such as Hypertension, CHD, and Type II Diabetes. Assessment will be made of the extent to which physical activity and nutrition can be used as interventions and in disease prevention.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
<b>E1 (Formally scheduled)</b>	0%	<b>C1</b>	25%	<b>P1</b>	75% or Pass/Fail
<b>E2 (OSCE)</b>	0%	<b>C2</b>	0%	<b>P3</b>	0% or Pass/Fail
<b>T1 (in-class test)</b>	0%	<b>A1</b>	0%		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

**Professional body minimum pass mark requirement:** N/A

- MODULE AIMS:**
- Develop an ability to perceive the dynamics of public health and detect changing trends
  - Relate health policy and initiatives to current trends
  - Consider the prevalent contemporary health issues, and relate their occurrence and prevention to physical activity and nutrition.
  - Investigate social trends contributing to eating and activity patterns which cause weight management problems.
  - Examine the aetiology of obesity, outcomes of the condition and potential interventions.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:
1. Assess the success or otherwise of current health policy and initiatives in the contemporary context.
  2. Assess current and recent sociological phenomena which have impacted upon health and fitness
  3. Demonstrate an understanding of the need to maintain an energy balance and the implications of failing to do so.
  4. Suggest appropriate adjustments to the dietary intake of a client in order to maintain or enhance health status.
  5. Explain the impact physical activity and/or nutrition may have on named conditions.

<b>DATE OF APPROVAL:</b> 31/12/2010	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 01/09/2011	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/8	NATIONAL COST CENTRE:108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <p>This will be influenced by the health climate at the time, but is likely to include:</p> <ul style="list-style-type: none"> <li>• Central Government policy and initiatives</li> <li>• Prevalent health issues and diseases</li> <li>• Energy balance, BMI</li> <li>• Obesity – aetiology and treatments</li> <li>• Anorexia nervosa, bulimia</li> <li>• Weight management strategies</li> <li>• Popular diets and weight management activities</li> <li>• The role of physical activity and nutrition according to current health guidelines</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	10	
Project Supervision	10	
Tutorial	10	
Fieldwork	50	
Demonstration	15	
External Visit	8	
Guided Independent Study	47	
Practical Classes & Workshops	20	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		100%	LO 1-2
Practice	P1		100%	LO 3-5

<p>Updated by: Charles Smith Date: 10/07/17</p>	<p>Approved by: Laura West-Burnham Date: 10/07/17</p>
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**SECTION A: DEFINITIVE MODULE RECORD.** Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

<b>MODULE CODE:</b> SD116B	<b>MODULE TITLE:</b> Developing Graduate Skills
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> X210
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)  
 This module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary for appropriate academic work and employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

**Professional body minimum pass mark requirement:** N/A

- MODULE AIMS:**
- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
  - To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
  - To support students in developing as autonomous learners at HE level.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:
- Demonstrate how relevant theoretical perspectives have informed and enhanced your practical experience and/or knowledge within your subject area.
  - Plan for, reflect upon and demonstrate with evidence from own practice the ability to work independently and in a team, using effective communication skills.
  - Demonstrate the ability to identify, present and evaluate information that is correctly referenced.
  - Evaluate your weaknesses and strengths in relation to your experiential learning. Plan for the development of skills towards your career goals. Reflect upon fulfilling your potential role within the work place/organisation

<b>DATE OF APPROVAL:</b> 28/06/2018	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 28/06/2018	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <p>Through a series of tutorials, and specialist referral if necessary, students will be introduced to:</p> <ul style="list-style-type: none"> <li>• Academic literacy and research conventions in their chosen field;</li> <li>• The requirements of professional practice</li> <li>• Informed reflection, self-evaluation and personal action planning;</li> <li>• Relevant ICT competences to support academic and professional practice;</li> <li>• Information Literacy, including search strategies, identification and critical selection of quality scholarly information.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	25	
Seminars	10	
Project Supervision	10	
Tutorial	10	
Fieldwork	15	
Demonstration	10	
Work Based Learning	90	
Guided Independent Study	20	
Practical Classes & Workshops	10	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		100%	LO 1-4

Updated by: Baker-O'Haire	18 <sup>th</sup> March 2013	Date: Trevor	Approved by: Simpson	Date: Lesley
			2014	7 March

**SECTION A: DEFINITIVE MODULE RECORD.** Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

<b>MODULE CODE:</b> SD115	<b>MODULE TITLE:</b> Health and Fitness Principles
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 1	<b>JACS CODE:</b> C610
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)  
 Increasingly the sports and exercise sector is operating within the context of health improvement. The module considers the causes and non-medical treatments or preventions for such conditions as obesity, CHD, cancer, osteoporosis, etc.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**  
 To investigate and understand the relationship between sport and exercise participation and the positive effect on general health and the preventative effects on prevalent medical conditions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:

1. Explain health and fitness related physiological benefits which occur as a result of exercise participation.
2. Recommend healthy exercise and dietary lifestyle habits
3. Relate specific exercise types to named medical conditions.
4. Produce a health assessment report for a named client based on measured assessment of health and fitness.
5. Demonstrate an understanding of the relationship between exercise, physical activity, physical fitness, and health.
6. Produce a training plan specific to a client, using appropriate principles of training.

<b>DATE OF APPROVAL:</b> 21/03/2007	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 26/09/2007	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<b>Summary of Module Content</b> <ul style="list-style-type: none"> <li>• Physiological health benefits of exercise</li> <li>• Nature of prevalent medical conditions</li> <li>• Current necessity for health related sports and exercise</li> <li>• Training and fitness</li> <li>• Fitness testing</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	6	
Project Supervision	6	
Tutorial	10	
Fieldwork	20	
Demonstration	20	
Guided Independent Study	48	
Practical Classes & Workshops	33	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		100%	LO 1-6

Updated by: 2014 Trevor Baker-O'Haire	Date: 18 March	Approved by: 2014 Lesley Simpson	Date: 7 March
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SHP201	<b>MODULE TITLE:</b> Health and Activity for Young People
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C800
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 The module investigates particular health issues which affect young people, in particular obesity, which may be addressed by application of activity or nutritional based interventions. Policy and initiative strategies will be considered, as well as a client centred approach, and child policy and safety guidelines will be central.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
<b>E1 (Formally scheduled)</b>	0%	<b>C1</b>	100%	<b>P1</b>	0% or Pass/Fail
<b>E2 (OSCE)</b>	0%	<b>A1</b>	0%		
<b>T1 (in-class test)</b>	0%				

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

**Professional body minimum pass mark requirement:** N/A

- MODULE AIMS:**
- Consider the needs of young people in promoting normal physical development and good health.
  - To appreciate the differences between young people and adults in assessing the suitability of strategies and interventions to improve or maintain health status.
  - Work within the requirements of child protection legislation and guidelines.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:

1. Explain how physical fitness develops in young people
2. Demonstrate the ability to ensure high standards of child safety at all times by applying correct exercises, suitable diets, and understanding child protection legislation and guidelines.
3. Critically evaluate the role of physical activity in maintaining health and preventing disease in young people.
4. Recognise and administer suitable strategic methods of weight control for young people

<b>DATE OF APPROVAL:</b> 21/03/2007	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 26/09/2007	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/18	<b>NATIONAL COST CENTRE:</b> 108
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<b>MODULE LEADER:</b> Charles Smith	<b>OTHER MODULE STAFF:</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Children Act</li> <li>• Every Child Matters</li> <li>• Child Protection policies</li> <li>• Physical and emotional development</li> <li>• Obesity (inactivity and poor diet)</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	
Seminars	10	
Project Supervision	10	
Tutorial	10	
Fieldwork	64	
Demonstration	6	
External Visit	12	
Guided Independent Study	52	
Practical Classes & Workshops	16	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1		25%	LO3
	C2		75%	LO 1,2 & 4
			100%	

<b>Updated by:</b> Charles Smith <b>Date:</b> 10/07/17	<b>Approved by:</b> Laura West-Burnham <b>Date:</b> 10/07/17
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**SECTION A: DEFINITIVE MODULE RECORD.** Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

<b>MODULE CODE:</b> PETR2011	<b>MODULE TITLE:</b> Further Principles of Sports Coaching
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C610
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)  
 This module develops the principles and expertise gained in SD108, and provides for further opportunities for students to develop coaching abilities. An increased repertoire of skills will be required as situations and planning become more complex.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
E1 (Formally scheduled)	0%	C1	40%	P1	60% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
 Business, Health & Education

**Professional body minimum pass mark requirement:** N/A

- MODULE AIMS:**
- Apply coaching skills learned in SD108, and develop these to a higher degree.
  - Plan and develop coaching sessions within a scheme of lessons, displaying connectivity and progression across a range of sports.
  - Develop an understanding of coaching organisations and their inter-relationships.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:

- Identify means by which h can be optimised for individuals, giving consideration to ranges of abilities and ages.
- Plan developmental and progressive coaching schemes.
- Appreciate local, regional, national and international perspectives in coaching organisations, qualifications and developments.

<b>DATE OF APPROVAL:</b> February 2006	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> September 2006	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring



**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR: 2017/18</b>	<b>NATIONAL COST CENTRE:108</b>
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<b>MODULE LEADER: Charles Smith</b>	<b>OTHER MODULE STAFF:</b>
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Expertise of the coach across various sports and levels.</li> <li>• Coaching systems, organisations and structures.</li> <li>• National Coaching Foundation and National Governing Bodies.</li> <li>• Practical coaching days and schemes.</li> <li>• Practical coaching sessions via Schemes of Work.</li> </ul>
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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	30	
Seminars	10	
Project Supervision	10	
Tutorial	20	
Fieldwork	30	
Demonstration	10	
External Visit	10	
Guided Independent Study	50	
Practical Classes & Workshops	30	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		100%	LO 3
Practice	P1		100%	LO 1&2

<b>Updated by: Charles Smith</b> <b>Date: 10/07/17</b>	<b>Approved by: Laura West-Burnham</b> <b>Date: 10/07/17</b>
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• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:133
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Planning and organising the project</li> <li>• Types of research: scientific, social scientific, psychological.</li> <li>• Ethics in research.</li> <li>• Data collection and interpretation.</li> <li>• Experiments</li> <li>• Primary data</li> <li>• Secondary data, including legislation, statistics, academic works and Government publications.</li> <li>• Qualitative and quantitative data.</li> <li>• Analysis of data</li> <li>• Report writing.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	10	
Project Supervision	10	
Tutorial	20	
Fieldwork	64	
Demonstration	6	
External Visit	4	
Guided Independent Study	44	
Practical Classes & Workshops	10	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		30%	LO 1,3 & 5
	C2		35%	LO 1-5
	C3		35%	LO 1-5
			100%	

Updated by: Charles Smith Date: 10/07/17	Approved by: Laura West-Burnham Date: 10/0717
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	<b>PETR2002</b>	<b>MODULE TITLE:</b>	<b>Health Promotion and Lifestyle Wellbeing</b>
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<b>CREDITS: 20</b>	<b>FHEQ Level: 5</b>	<b>JACS CODE: C610</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y</b>
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**SHORT MODULE DESCRIPTOR: (max 425 characters)**  
 This module allows students to explore the relationship between lifestyle and health. Students will investigate a range of lifestyle factors which contribute to good or ill health, and determine how good health can be preserved by addressing levels of physical activity and nutritional intake

<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
<b>E1 (Examination)</b>	<b>0%</b>	<b>C1 (Coursework)</b>	<b>100 %</b>	<b>P1 (Practical)</b>	<b>0%</b>
<b>E2 (Clinical Examination)</b>	<b>%</b>	<b>A1 (Generic Assessment)</b>	<b>%</b>		
<b>T1 (Test)</b>	<b>%</b>				

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b>	<b>Health, Education and Society</b>
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<b>Professional body minimum pass mark requirement: N/A</b>
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- MODULE AIMS:**
- Provide students with an understanding of the concept of health and how this may be promoted.
  - Allow students to investigate a range of lifestyle factors and their impact on health.
  - Require students to consider a range of life threatening and debilitating conditions, and how these may be avoided or combated by utilising principles of physical activity and nutrition.

- ASSESSED LEARNING OUTCOMES: (additional guidance below)**  
 At the end of the module the learner will be expected to be able to:
1. Work in a team to plan, implement and evaluate a large scale health promotion campaign, targeting a particular disease or lifestyle factor.
  2. Analyse the key Government policies which are implemented so as to increase standards in public health.
  3. Evaluate current strategies in health promotion.
  4. Assess the impact of a range of lifestyle factors on health.
  5. Discuss the ethical dimensions of health promotion

<b>DATE OF APPROVAL:</b>	<b>03/2007</b>	<b>FACULTY/OFFICE:</b>	<b>Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION:</b>	<b>09/2007</b>	<b>SCHOOL/PARTNER:</b>	<b>Petroc</b>
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>01/2016</b>	<b>TERM/SEMESTER:</b>	<b>All year</b>

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>SUMMARY of MODULE CONTENT</b></p> <ul style="list-style-type: none"> <li>• The history of health promotion</li> <li>• Current Government health policy.</li> <li>• Strategies of health promotion</li> <li>• The benefits of physical exercise to health.</li> <li>• The impact of dietary components on health.</li> <li>• The relationship between stress and health.</li> <li>• Harmful effects of tobacco, alcohol and other drugs.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Reviews of best practice, classroom based planning activities, and links to theory.
Seminars	8	
Project/activity supervision	10	
Tutorial	15	
Fieldwork	60	
Practical workshops	25	
Guided Independent study	62	Students should explore areas of personal interest and find current research publications.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		100%	
	T_		0%	
			<b>Total = 100%</b>	
Coursework	C1	Essay Scrapbook and group activity	50% 50% 100%	LO2,3,4,5 LO1
Practical	P		0%	

Updated by: Charles Smith	Date: 10/07/2017	Approved by: Laura West-Burnham	Date: 10/07/2017
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**Recommended Texts and Sources:**  
 Bolitho, S. and Lawrence, D. (2011) *The complete guide to physical activity and mental health*. London: A. & C. Black.  
 Buckworth J. & Dishman R. (2002), *Exercise Psychology Human Kinetics*  
 Conrad, D. and White, A. (2016) *Sports-based health interventions: Case studies from around the world*. London: Springer Science and Business.  
 Coulson, M. (2011) *The complete guide to teaching exercise to special populations*, London: Bloomsbury Plc.  
 Devon Primary Care Trust (2010) *Annual Public Health Report 2009-2010* Devon County Council  
 (Available: <http://www.devonpct.nhs.uk/default.asp?pg=150> )  
 DOH (2004), *Choosing Health : Making healthy choices easier* HMSO (available : [www.dh.gov.uk/publications](http://www.dh.gov.uk/publications))

DOH (2008), *Healthy Weight, Healthy Lives: A cross-government strategy for England* HMSO (available : [www.dh.gov.uk/publications](http://www.dh.gov.uk/publications))

DOH (2011) *Healthy Lives, Healthy People: The Way Forward*. HMSO (available at: [www.official-documents.gov.uk](http://www.official-documents.gov.uk).)

Downie, Tannahill & Tannahill (2003), *Health Promotion: Models and Values (2<sup>nd</sup> ed.)* Oxford Univeristy Press

Durstine J.L. & Moore G.E. (2003), *Exercise Management for Persons with Chronic Diseases and Disabilities* Human Kinetics

Gottwald, M. (2012) *A guide to Practical Health Promotion* Open University Press

Green, J. (2015) *Health Promotion Planning and Strategies (3<sup>rd</sup> ed)* Sage

Griffiths S. & Hunter D.J. (eds.) (2007) *New Perspectives in Public Health (2<sup>nd</sup> ed.)* Radcliffe Publishing Ltd.

Griffin, S. (2006) *Training the over 50s: Developing Programmes for older clients*, London: A & C Black Publishers Ltd.

Hardman A. & Stensel D. (2003), *Physical Activity and Health* London: Routledge

Hylton, K., Long, J. and Flintoff, A. (eds.) (2005) *Evaluating sport and active leisure for young people*. Eastbourne: Leisure Studies Association. (LSA publication).

Jones, Sidell & Douglas (2002), *The Challenge of Promoting Health – Exploration and Action (2<sup>nd</sup> ed.)* Open University Press

Laverack, G. (2007) *Health Promotion Practice: Building Empowered communities* Open University Press

Laverack, G. (2014) *The Pocket Guide to Health Promotion* Open University Press

McLean, S. Feather, J. Butler- Jones, D. (2005) Building health promotion capacity: action for learning, learning from action EBOOK: <http://site.ebrary.com/lib/ndevon/Doc?id=10130629>

Simnett, I. and Ewles, L. (2003) *Promoting health : A practical guide*. 5th edn. Edinburgh: Bailliere Tindall.

**SECTION A: DEFINITIVE MODULE RECORD.** Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

<b>MODULE CODE:</b> PETR2118	<b>MODULE TITLE:</b> Inclusive Activity for All
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <ul style="list-style-type: none"> <li>This module allows students to consider the needs of particular client groups in the context of sports and activity provision, and exercise prescription.</li> </ul>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
E1 (Formally scheduled)	0%	C1	80%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	20%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

<p><b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Business, Health &amp; Education</p>
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Professional body minimum pass mark requirement: N/A
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<p><b>MODULE AIMS:</b></p> <ol style="list-style-type: none"> <li>Develop students' awareness of the differing needs of particular client groups.</li> <li>Ensure students are aware of differing environmental, equipment and personal needs.</li> <li>Allow students to actively plan and implement activity sessions for special groups.</li> <li>Develop an awareness of the suitability of various activities for particular client groups.</li> </ol>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>Assess the availability and accessibility of suitable activities and venues for particular client groups.</li> <li>Critically evaluate the appropriateness of a range of environments according to the needs of particular groups.</li> <li>Critically evaluate the appropriateness of a range of equipment according to the needs of particular groups.</li> <li>Assess the appropriateness of provided activities and games for special groups.</li> <li>Develop exercise plans and session plans according to the needs of particular groups and individuals.</li> </ol>
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<b>DATE OF APPROVAL:</b> 21/03/2007	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 26/09/2007	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Considerations for children.</li> <li>• Considerations for the disabled.</li> <li>• Considerations for the elderly.</li> <li>• Considerations for elite performers.</li> <li>• Exercise prescription for special groups.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	20	
Project Supervision	10	
Tutorial	20	
Demonstration	10	
Work Based Learning	20	
Guided Independent Study	50	
Practical Classes & Workshops	40	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_		100%	

Updated by Charles Smith Date: 04/02/20	Approved by: Craig Litster Date: 04/02/20
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	PETR2000	<b>MODULE TITLE:</b>	Exercise Prescription and Behaviour Change
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 5	<b>JACS CODE:</b> C600
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 The module examines the benefits of the GP referral scheme, and the role of the exercise provider. Students will be required to formulate exercise plans suitable for sufferers of a range of conditions. The module also investigates the barriers which prevent members of the population adopting healthier lifestyles and the strategies used to overcome these.

<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
<b>E1 (Examination)</b>	0%	<b>C1 (Coursework)</b>	80 %	<b>P1 (Practical)</b>	20%
<b>E2 (Clinical Examination)</b>	%	<b>A1 (Generic Assessment)</b>	%		
<b>T1 (Test)</b>	%				

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b>	Health, Education and Society
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<b>Professional body minimum pass mark requirement:</b> N/A
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- MODULE AIMS:**
- Examine and assess the relevance of the GP Referral scheme.
  - Formulate exercise plans suitable for alleviation and prevention of a range of conditions.
  - Understand the physiological responses to activity, and the reasons for ascribing particular activity regimes.
  - Develop an understanding of psychological barriers to physical activity and healthier diets.
  - Demonstrate an understanding of the strategies to overcome psychological barriers.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:
6. Critically evaluate the efficacy of the GP Referral Scheme, demonstrating an understanding of the organisations and professionals involved.
  7. Critically analyse the physiological responses to exercise in the context of a named condition.
  8. Demonstrate an understanding of ethical and legal factors essential to professional practice.
  9. Demonstrate an understanding of the psychological processes which can assist in behaviour change and promote increased activity participation.
  10. Accurately prescribe and lead exercise sessions (under supervision) for sufferers of a named condition.

<b>DATE OF APPROVAL:</b>	03/2007	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2007	<b>SCHOOL/PARTNER:</b>	Petroc
<b>DATE(S) OF APPROVED CHANGE:</b>	01/2016	<b>TERM/SEMESTER:</b>	All year



**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 108
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MODULE LEADER: Charles Smith	OTHER MODULE STAFF:
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<p><b>SUMMARY of MODULE CONTENT</b></p> <ul style="list-style-type: none"> <li>• GP Referral scheme</li> <li>• Ethical factors</li> <li>• Legal framework</li> <li>• Range of conditions: obesity CHD, hypertension, osteoporosis, etc.</li> <li>• Trans theoretical model – stages of development</li> <li>• Motivational interviewing</li> <li>• Attitude</li> <li>• Self-efficacy, and self-esteem.</li> <li>• Stress and anxiety</li> <li>• Motivation</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Reviews of best practice, classroom based planning activities, and links to theory.
Seminars	10	
Project/activity supervision	10	
Tutorial	20	
Fieldwork	15	
Practical workshops	60	
Demonstrations and visits	12	
Guided Independent study	43	Students should explore areas of personal interest and find current research publications.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		100%	
	T_		0% Total = 100%	
Coursework	C1	Portfolio	100%	Portfolio of evidence of planned activities, professional practice and student planned and designed activities (LO2,3,4,5)
Practical	P1	Presentation	100%	Comparison and evaluation of existing referral schemes (LO1,3)

Updated by: Charles Smith	Date: 10/07/2017	Approved by: Laura West-Burnham	Date: 10/07/17
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<p><b>Recommended Texts and Sources:</b></p> <p><b>Core texts:</b></p> <p>Bolitho, S., Lawrence, D., &amp; McNish, E. (2012), <i>The Complete Guide to Behavioural Change for Sport and Fitness Professionals</i>. London: Bloomsbury.</p> <p>Bushman, B. (Ed.) (2011), <i>ACSM's Complete Guide to Fitness and Health</i>. Human Kinetics</p> <p>Durstine J., Moore G., Painter, P., &amp; Roberts, F. (2009), <i>ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities</i>. Human Kinetics</p> <p>Kaminsky, L.A.(Ed.) (2010), <i>ACSM's Health-Related Physical Fitness Assessment Manual</i>. Baltimore: American College of Sports Medicine.</p>
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Lawrence, D. (2013), *The Complete Guide to Exercise Referral*. London: Bloomsbury.

[www.bhfactive.org.uk](http://www.bhfactive.org.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.nhs.uk](http://www.nhs.uk)

Recommended reading:

Archer D, (2008) *The Advanced Fitness Instructor's Handbook* A&C Black

Anderson, R (Editor) (2003) *Obesity: Etiology, Assessment, Treatment and Prevention*. Champaign Illinois: Human Kinetics

Baechie, T. & Westcott, W. (2010) *Fitness Professional's Guide to Strength Training in Older Adults* 2<sup>nd</sup> Edition Human Kinetics

Brooks, D S (2004) *The Complete Book of Personal Training*. Champaign Illinois: Human Kinetics.

Heyward, V. (2010) *Advanced fitness and assessment and exercise prescription*, Leeds: Burgess Publishing Company.

Howley, E T, Franks, D B (2007) *Fitness Professionals Handbook*. 5th Edition. Champaign Illinois: Human Kinetics.

Lawrence, D. & Bolitho, S. (2011) *The Complete Guide to Physical Activity and Mental Health*. A & C Black

Lawrence, D. (2013) *The complete guide to exercise referral: working with clients referred to exercise*, London: Bloomsbury PLC.

McArdle, W Katch, F, Katch, V. (2005) *Essentials of Exercise Physiology*. 3<sup>rd</sup> Edition. Baltimore, Maryland: Lippincott Williams & Wilkins

McKenna J. & Riddoch C. (Eds.) (2003) *Perspectives on Health and Exercise*. Palgrave Macmillan

Rahl R, (2010) *Physical Activity and Health Guidelines* eBook, Human Kinetics

Schneider, C.M, Dennehy, C.A, Carter, S.D (2003) *Exercise and Cancer Recovery*. Leeds: Human Kinetics.

Van Norman, K. (2010) *Exercise and Wellness for Older Adults*, 2<sup>nd</sup> Edition, Human Kinetics

Journals:

Activities, Adaptation and Ageing

Advances in Physiotherapy

American Journal of Health Behaviour

BMC Cardiovascular Disorders

British Journal of Health Psychology

British Medical Journal

Physiotherapy

Psychology of Sport and Exercise

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SD212	<b>MODULE TITLE:</b> RESEARCH METHODS
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> C210
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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<p><b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i></p> <ul style="list-style-type: none"> <li>This module introduces students to formal methods of research and data gathering, and requires the completion of a research project. The module will be delivered across several programmes, and students will complete a project in keeping with the requirements of their programme, justifying the project against work placement experiences. The principles of research covered will adequately prepare students for level 3 dissertation work.</li> </ul>
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<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	A1	0%		
T1 (in-class test)	0%				

<p><b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Business, Health &amp; Education</p>
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Professional body minimum pass mark requirement: N/A
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<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>Develop students' ability to uncover and collate both primary and secondary data in either a scientific or social scientific context.</li> <li>Inform students of etiquette and codes of practice relevant to information gathering.</li> <li><i>For science based research:</i> Conduct an experiment according to established protocols.</li> <li><i>For social science based research:</i> Undertake social scientific research and differentiate between qualitative and quantitative data and data interpretation.</li> <li>Apply derived data and information to a properly structured written report/case study.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>Carry out research by conducting an experiment, or by using social scientific approaches to produce qualitative or quantitative data.</li> <li>Collate and analyse primary data.</li> <li>Locate and apply secondary research sources.</li> <li>Verify primary data by using triangulation processes.</li> <li>Apply an appropriate system of ethics to the research.</li> </ol>
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<b>DATE OF APPROVAL:</b> 21/03/2007	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 26/09/2007	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE:133
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MODULE LEADER: Ben Lugsden	OTHER MODULE STAFF:
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<p><b>Summary of Module Content</b></p> <ul style="list-style-type: none"> <li>• Planning and organising the project</li> <li>• Types of research: scientific, social scientific, psychological.</li> <li>• Ethics in research.</li> <li>• Data collection and interpretation.</li> <li>• Experiments</li> <li>• Primary data</li> <li>• Secondary data, including legislation, statistics, academic works and Government publications.</li> <li>• Qualitative and quantitative data.</li> <li>• Analysis of data</li> <li>• Report writing.</li> </ul>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Seminars	10	
Project Supervision	10	
Tutorial	20	
Fieldwork	70	
Demonstration	6	
External Visit	0	
Guided Independent Study	44	
Practical Classes & Workshops	10	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		30%	LO 1,3 & 5
	C2		35%	LO 1-5
	C3		35%	LO 1-5
			100%	

Updated by: Charles Smith Date: 10/07/17	Approved by: Laura West-Burnham Date: 10/0717
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