



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health Related Exercise				
Module Code	UISXS5-15-2	Level	2	Version	1.2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Physical Education and School Sport BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport Performance BSc (Hons) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW) FdSc Sport Performance				
UWE Credit Rating	15	ECTS credit rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module entry requirements	None	
Valid From	01 September 2016		Valid to	01 September 2020	

CAP Approval Date	03 February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Determine the potential risk of exercise for a range of populations (B). 2 Identify major non-communicable diseases and risk factors associated with exercise (A, B). 3 Demonstrate practical competencies required to assess risk factors prior to exercise testing and prescription (B). 4 Analyse exercise prescription for treatment/prevention of major non-communicable diseases (A). 5 Prescribe exercise programmes for a range of health purposes using the principles of training (frequency, intensity, time, type and progression) (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Risk stratification and assessment. 2 Health benefits of exercise prescription. 3 Development of exercise guidelines. 4 Exercise programming. 5 The role of exercise in reducing the prevalence of major non-communicable diseases.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL HOURS</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL HOURS	150												
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Teaching and Learning Methods	<p>Scheduled Learning May include lectures, practical sessions, tutorials, guest speakers and off-site visits.</p> <p>Independent Learning May include hours engaged with essential reading, assignment preparation and completion.</p> <p>Virtual Learning Environment (VLE) This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table border="0"> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="0"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p>																				

	<p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p>
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	<p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • ACSM. (Current Edition). <i>Resource Manual for Guidelines for Exercise Testing and Exercise Prescription</i>. Baltimore: Williams and Wilkins. • ACSM. (Current Edition). <i>Guidelines for Exercise Testing and Prescription</i>. Illinois: Human Kinetics. • ACSM. (Current Edition). <i>Exercise Management for Persons with Chronic Diseases and Disabilities</i>. Illinois: Human Kinetics. • ACSM. (Current Edition). <i>Resources for the Personal Trainer</i>. Baltimore: ACSM. <p>Journals:</p> <ul style="list-style-type: none"> • British Journal of Sports Medicine. • Exercise and Sport Science Reviews. • European Journal of Applied Physiology. • International Journal of Sports Medicine. • Journal of Applied Physiology. • Journal of Sports Sciences. • Medicine and Science in Sport and Exercise. • Research Quarterly for Exercise and Sport. • Sports Medicine. <p>Websites and databases:</p> <ul style="list-style-type: none"> • American College of Sports Medicine http://www.acsm.org. • Journal of Sports Science & Medicine http://www.jssm.org. • Pub Med http://www.ncbi.nlm.nih.gov/entrez/query.fcgi. • Sports Science http://www.sportsci.org. • The Physiological Society http://www.physoc.org.

Part 3: Assessment		
Assessment Strategy	<p>The written examination will assess student's understanding of exercise required for specific health conditions. In addition, this assessment will demonstrate the student's ability to prescribe exercise to prevent/treat various conditions.</p> <p>The written portfolio will determine student's ability to assess risk factors for disease prior to exercise prescription.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>	
Identify final assessment component and element	Written examination.	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1 Written examination (1 hour)	100%	
Component B Description of each element	Element weighting	
1 Portfolio (1,750 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1 Written examination (1 hour)	100%	
Component B Description of each element	Element weighting	
1 Portfolio (1,750 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		