



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Fitness Training and Testing				
Module Code	UISXRU-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Sports Coaching FdSc Sports Coaching BSc (Hons) Sports Performance FdSc Sports Performance BSc (Hons) Physical Education and School Sport BSc (Hons) Equestrian Sports Science				
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 2014		Valid to	01 September 2020	

CAP Approval Date	17 February 2014
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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 Apply the appropriate physiological tests to evaluate fitness levels within specific exercise populations (B). 2 Analyse data collected within a sport and/or exercise context (A). 3 Evaluate the appropriateness of field based tests for a specific population (A). 4 Explain and justify the principles of training and their application to exercise (A). 5 Outline appropriate training modalities for the components of fitness for specific populations (A). 6 Evaluate the acute and chronic adaptations to exercise programmes (A).
Syllabus Outline	<ol style="list-style-type: none"> 1 Principles of training and their application to relevant individual and group training needs. 2 Components of fitness and application of relevant training modalities specific to those components. 3 Responses of the body systems to demands of population specific training. 4 Acute and chronic exercise induced adaptations to sports training. 5 Field testing measurements and data collection. 6 Coaching and communication within an applied exercise environment. 7 The design of training programmes for different exercise populations.

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</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150										
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Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Virtual learning environment (VLE) This specification 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> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>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" style="width: 100%;"> <tr> <td style="width: 60%;">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;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	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	0%	Practical exam assessment percentage	50%		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 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> <p>Access and skills 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"> • Beachle, T. R. and Earle, R. W., eds (Current Edition) <i>Essentials of Strength and Conditioning Second Edition</i>. Leeds: Human Kinetics. • Bompa, T. O. (Current Edition) <i>Periodisation - Theory and Methodology of Training</i>. Leeds: Human Kinetics. • Fleck, S. J, and Kraemer W. J. (Current Edition) <i>Designing Resistance Training Programmes Third Edition</i>. Leeds: Human Kinetics. • Winter, E., Jones, A., Davison, R., Bramley, P., and Mercier, T. (Current Edition) <i>Sport & Exercise Physiology Testing Guidelines. The British Association of Sport & Exercise Sciences Guide</i>. Leeds: Human Kinetics. <p>Journals:</p> <ul style="list-style-type: none"> • Journal of Strength and Conditioning Research. • Strength and Conditioning Journal. • Journal of Exercise Physiology. • Journal of Exercise Science and Fitness. • ACSM's Health and Fitness Journal. <p>Websites and databases:</p> <ul style="list-style-type: none"> • The UK Strength and Conditioning Association http://www.uksca.org.uk/uksca.

Part 3: Assessment			
Assessment Strategy	<p>The written examination allows the students the opportunity to demonstrate that they have gained sufficient understanding of the underpinning theoretical knowledge of the module content.</p> <p>The practical examination will assess students' practical skills within an applied exercise setting. Students will be required to incorporate both their theoretical knowledge and practical skill set to accomplish an effective approach towards sport and exercise. Students will be prepared for this assessment through discussion of current literature and theoretical content within module sessions.</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	
Written examination (1 hour)		100%	
Component B Description of each element		Element weighting	
Practical examination (15 minutes)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
Written examination (1 hour)		100%	
Component B Description of each element		Element weighting	
Practical examination (15 minutes)		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.			