



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 4

SCHOOL OF SPORT, HEALTH AND OUTDOOR EDUCATION

FACULTY OF BUSINESS AND MANAGEMENT

2018-2019

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MODULES **Error! Bookmark not defined.**

INTRODUCTION

This Module Directory includes all the modules for Level 4 within the School of Sport, Health and Outdoor Education in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULE CODE: SHSS4060
TITLE: Human Anatomy and Physiology
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: B120

AIM(S)

- To develop an understanding of the structures and functions of the major systems within the human body.
- To develop an appreciation of the changes to the major systems of the body that occur as a result of physical activity.
- To be aware of the physical and physiological changes that might occur within the human body throughout the stage of maturation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- describe the structures, functions and physiology of the major systems within the human body and identify the differences in these systems throughout the life cycle;
- identify and palpate various key anatomical structures within the human body;
- describe the physical and physiological changes within the human body that results from physical activity;
- demonstrate an understanding of the movement possible at all of the major joints and identify which muscles produce and which structures limit movement.

INDICATIVE CONTENT

- Outline the nature of homeostasis.
- The processes involved in the development of a foetus.
- The physical and physiological processes during maturation.
- The physical and physiological changes that occur within the elderly.

- Theoretical and diagrammatic description of the structure and functions cardiovascular (including blood), muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive and excretory systems.
- The anaerobic and aerobic processes involved in synthesis of adenosine triphosphate, glycolysis, kreb's cycle, electron transfer, beat oxidation.
- The effect of short-term exercise on the cardiovascular, respiratory and muscular systems.
- The adaptive process associated with overload and regression on the cardiovascular, respiratory, skeletal and muscular systems.
- Formation, structure and functions of the different types of bone, cartilage, ligaments, tendons muscle and joint receptors.
- Location, identification and comparative palpation of 'key' anatomical structures including but not limited to; ligaments, tendons, bony landmarks, nerve supply and bursae.
- Structures and articulations of synovial, fibrous and cartilaginous joint.
- Origin and insertion of the skeletal muscles.
- Skeletal muscles and type of contraction
- Muscle groups and their actions as agonists, antagonists and stabilisers.

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outlined within the module content. Practical experimentation will reinforce learning and demonstrate the impact of physical activity on the main systems of the body. Tutorials will provide an opportunity to discuss experimental findings and clarify theoretical understanding.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework - experimental report (1500 words).

Exemplar

Using evidence collected from experimental research describe the physiological changes to the cardiovascular and respiratory systems that occur as a result of light and hard physical activity.

Assessment Component 2 – 25%

Written - examination (45 minutes).

Exemplar

Which best describes abduction

- A. A movement towards the midline of the body
- B. A movement away from the midline of the body
- C. A movement which decreases the joint angle
- D. A movement which increases the joint angle

Which blood vessel returns blood back from the body into the right atrium?

- A. Vena Cava
- B. Aorta
- C. Pulmonary artery
- D. Pulmonary vein

Assessment Component 3 – 25%

Practical - examination (45 minutes).

Exemplar

Locate the origins and insertion of biceps brachii and state its action and nerve supply.

Apply resistance to show the working of anterior deltoid and state its origin and insertion.

Assessment Summary

Activity type	Percentage
Written exam	25
Coursework	50
Practical	25
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will develop key knowledge and skills that will reinforce future sustainable practice promoting health and wellbeing.	

READING LIST

Module Code	SHSS4060	
Module Title	Human Anatomy and Physiology	
Classification	Reading List entry	Electronic*
Essential	Behnke, R. (2008) <i>Kinetic Anatomy</i> . 2 nd edn. Champaign, Ill: Human Kinetics.	☒
Essential	Bruce, T.A. (2009) <i>Applied Anatomy and Biomechanics in Sport</i> . 2 nd edn. Champaign, Ill Human Kinetics.	☒
Essential	Hoffman, S. (2009) <i>Introduction to Kinesiology</i> . 3 rd edn. Champaign, Ill. Human Kinetics.	☒
Essential	Palastanga, N. and Soames, R.W. (2012) <i>Anatomy and human movement: structure and function</i> . 6 th edn. London: Churchill Livingstone.	☒
Essential	Tortora, G. and Nielsen, M. (2006) <i>A brief atlas of the skeleton, surface anatomy and selected medical images</i> . Hoboken, NJ: John Wiley & Sons.	☒
Essential	Tortora, G. and Derrickson, B.H. (2010) <i>Introduction to the Human Body – The essentials of Anatomy and Physiology</i> . 8th edn. Oxford: Wiley & Sons.	☒
Essential	Tucker, L. (2008) <i>An Introductory Guide to Anatomy and Physiology</i> . London: EMS.	☒
Essential	Watkins, J. (2010) <i>Structure and Function of the Musculoskeletal System</i> . 2 nd edn. Champaign, Ill: Human Kinetics.	☒
Further	Aaberg, E. (1998) <i>Muscle Mechanics</i> . Champaign, IL: Human Kinetics.	☒
Further	Bastian, G.F. (1993) <i>An Illustrated Review of the Skeletal and Muscular Systems</i> . New York: HarperCollins.	☒
Further	Bloomfield, J. and Fricker, P. (1993) <i>Science and Medicine In Sport</i> . Champaign, IL: Human Kinetics.	☒
Further	Clark, R.K. (2005) <i>Anatomy and Physiology</i> . Burlington, MA: Jones and Bartlett Learning.	☒
Further	Malina, R. and Bouchard, C. (2004) <i>Growth, maturation and physical activity</i> . Champaign, IL: Human Kinetics	☒
Further	McGuinness, P.M. (1999) <i>Biomechanics of sport and exercise</i> . Champaign, IL: Human Kinetics.	☒
Further	Nigg, B. (2000) <i>Biomechanics and Biology of Movement</i> . Champaign, IL: Human Kinetics.	☒
Further	Stone, R.J. and Stone, J.A. (2000) <i>Atlas of skeletal muscles</i> . Boston, London: McGraw Hill.	
Further	Thompson, C. and Floyd, R. (1997) <i>Manual of Structural Kinesiology</i> . New York: McGraw- Hill.	☒
Further	Tortora, G. and Derrickson, B.H. (2009) <i>Principles of Anatomy and Physiology</i> . 2 nd edn. York: Wiley & Sons.	☒

Further	Vander, A.J., Sherman, J.H. and Luciano, D.S. (2007) <i>Human Physiology – The Mechanisms of Body Function</i> . 10 th edn. New York: McGraw-Hill.	☒
Further	Walder, P. (2010) <i>Mechanics and Sport Performance</i> . 3 rd edn. Champaign, Ill: Human Kinetics.	☒
Further	Wirhed, R. (2006) <i>Athletic Ability and the Anatomy of Motion</i> . London: Mosby.	☒
Background	Jenkins, G., Kemnitz, C. and Tortora, G.J. (2007) <i>Anatomy and Physiology: From Science to Life</i> . Oxford: Wiley & Sons.	☒
Background	McArdle, W., Katch, F., and Katch, V. (2005) <i>Essentials of Exercise Physiology</i> . Philadelphia: Lea & Febiger.	☒
Background	McComas, A.J. (2006) <i>Skeletal Muscle Form and Function</i> . 2 nd edn. Champaign, Ill: Human Kinetics.	☒
Background	Smith, T. (2001) <i>Human Body</i> . London: Dorling, Kindersley.	☒
Journals	Strength and Conditioning Journal.	☒
Journals	Journal of Sport Science.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health.	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Archives of Physical Therapy and Rehabilitation	☒
Journals	Journal of Sport Therapy	☒
Journals	Physical Therapy in Sport	☒

MODULE CODE: SHSS4061
TITLE: Personal Training
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: C600

AIM(S)

- To develop the fundamental knowledge and skills required to design, implement and manage individual and group based exercise sessions and programmes aimed at improving health, fitness, sports performance and preventing injury.
- To develop an appreciation of the professional practice requirements of relevant profession and regulatory bodies regarding prescribing fitness and conditioning programmes.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- plan and conduct introductory session to exercise gymnasium;
- design and manage a client's / patient's progression throughout a training schedule.

INDICATIVE CONTENT

- Codes of professional practice and ethics associated with the Register for Exercise Professionals and the Society of Sport Therapists as they relate to managing exercise programmes, for fitness or rehabilitation.
- Conducting and acting on risk assessments in a variety of settings including, but not limited to sports hall, swimming pool, fitness gymnasium, sports fields, athletics stadia and public open spaces.
- Pre-exercise guidance to clients.
- Use of pre-exercise screening techniques such as but not limited to PARQ, advice from other health professionals and health assessments.
- Potential contra indications to exercise relating to specific groups including but not limited to; pregnancy, older people, young people and people with disabilities.
- Components of fitness.

- Principles of training.
- Designing and managing an induction session.
- Designing an exercise programmes aligned to specific objectives.
- Managing and monitoring an exercise programme including but not limited to the use of heart rate monitors, talk test, rate of perceived exertion.
- Issues relating to maintaining records relating to but not limited to confidentiality, security and disclosure of information.
- Use, techniques and progression of exercise using free weights.
- Use, techniques and progression of exercise using machine weight systems.
- Use of other methods of training including but not limited to; calisthenics, circuit training and plyometrics.
- Method of monitoring and evaluating client progression including but not limited to, motivation, adherence, managing expectations, managing complaints and confidence for independent exercise.

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outlined within the module content. Practical sessions will develop the skills required to apply knowledge to real situations and context. Tutorials will provide an opportunity to discuss ideas relating to the development, implementation and management of exercise schedules.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	123	61
Placement learning	32	16
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 25%

Coursework - Practical Skills Assessment (40 minutes)

Exemplar

Induct a new client or patient into a fitness / rehabilitation gymnasium environment

Assessment Component 2 – 75%

Exercise Prescription case study (2500 words)

Exemplar

Design and manage a individualised fitness and conditioning programme programme for a least two people logging at least 32 contact hours

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	75
Practical	25
TOTAL	100%

READING LIST

Module Code	SHSS4061	
Module Title	Personal Training	
Classification	Reading List entry	Electronic*
Essential	Baechle, T.R. and Earle, R.W. (2000) <i>Essentials of strength training</i> . Champaign, IL: Human Kinetics.	☒
Essential	Clark, M.A. and Lucett, S.C. (2010) <i>NASM Essentials of Sports Performance</i> . Philadelphia: Lippincott Williams & Wilkins.	☒
Essential	Clark, M.A. and Lucett, S.C. (2011) <i>NASM Essentials of Corrective Exercise Training</i> . Philadelphia: Lippincott Williams & Wilkins.	☒
Essential	Coburn, J.W. and Malek, M.H. (2012) <i>NSCA's Essentials of personal Training</i> . Champaign, IL: Human Kinetics.	☒
Essential	Heyward V.H. (2012) <i>Advanced Fitness Assessments and Exercise Prescription</i> . 6 th edn. Champaign, IL: Human Kinetics.	☒
Essential	Howley, E.T. and Thompson, D.L. (2012) <i>Fitness Professional's Handbook</i> . Champaign, IL: Human Kinetics.	☒
Essential	Kennedy-Armbruster, C. and Yoke, M.M. (2014) <i>Methods of Group Exercise Instruction</i> . Champaign, IL: Human Kinetics.	☒
Further	Baler, J., Horton, S., and Weir, P. (2010) <i>The masters athlete: understanding the role of exercise and opitmizing aging</i> . London: Routledge.	☒
Further	Hardman, A.E. and Stensel, D.J. (2009) <i>Physical Activity and Health: The evidence Explained</i> . 2 nd edn. London: Routledge.	☒
Further	MacKenzie, B. and Cordoza, G. (2012) <i>Power, Speed, Endurance: a skill-based approach to endurance training</i> . Las Vegas: Victory Belt.	☒
Further	Robertson, R.J. (2004) <i>Perceived exertion for practitioners: rating effort with the OMNI picture scale</i> . Champaign, IL: Human Kinetics.	☒
Further	Sharkey, B.J. and Gaskill, S.E. (2013) <i>Fitness and Health</i> . Champaign, IL: Human Kinetics.	☒
Background	Bar-Or, O. and Rowland, T. (2004) <i>Pediatric Exercise Medicine: From Physiologic Principles to Health Care Application</i> . Champaign, IL: Human Kinetics.	☒
Background	Bouchard, C., Blair, S. and Haskell, L. (2007) <i>Physical Activity and Health</i> . Champaign, IL: Human Kinetics.	☒

Background	Gavi, J. and McBrearty, M. (2013) <i>Lifestyle Wellness Coaching</i> . Champaign, IL: Human Kinetics.	☒
Background	Houglum, P.A. (2010) <i>Therapeutic Exercise for Musculoskeletal Injuries</i> . 3 rd edn. Champaign, IL: Human Kinetics.	☒
Background	Spengler, J.O. (2006) <i>Risk Management in Sport and Recreation</i> . Leeds: Human Kinetics.	☒
Journals	Strength and Conditioning Journal.	☒
Journals	Journal of Sport Science.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health.	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Journal of Sport and Exercise Psychology.	☒
Journals	Physiotherapy in Sport Injury.	☒
Journals	Archives of Physical Therapy and Rehabilitation.	☒
Journals	Journal of Sport Therapy.	☒

MODULE CODE: SHSS4062
TITLE: Professional Development and Practice
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X200

AIM(S)

- To develop the analytical and presentation skills required in higher education and research.
- To develop a comprehensive understanding of the academic and vocational requirement for careers in an identified profession.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- conduct, interpret, summarise and present contemporary research in an appropriate format relating to a chosen profession;
- describe and understand the competencies, scope and codes of practice and ethics as they relate to a chosen profession.

INDICATIVE CONTENT

- Identification specific and generic sources of research relevant to a chosen profession, including but not limited to; Library and inter-library service, use of journals, e-books and the Internet.
- Protocols for referencing resources used for academic work to include but not limited to; texts, journals, internet sites and newspapers and for specific type of publications.
- Mathematical skills to record and present information in an appropriate manner including, but not limited to; descriptive statistics, graphs, tables and figures.
- Personal reflection; to identify strengths and weaknesses in terms of the skills required for successful study at undergraduate level and, in relation to a chosen career.
- Identification of possible career route/s and the determination of competencies, qualifications and experience required.
- Communication and presentation of information, including but not limited to; oral presentation, powerpoint, posters, reflective journals, articles, laboratory reports, teaching aids, workshops and demonstrations.

- Introduction to critical thinking, critiquing and critical writing.
- Introduction to data collection techniques including but not limited to; interview, questionnaire, observation, experimentation and journals.
- Research ethics relating to the collection, management and publication of information.
- Codes of practice associated with professional conduct in a career area of choice, such as The Register for Exercise Professionals, The Society of Sport Therapists, Nutrition Society, Outdoor Education and British Education Research Association.
- Introduction to marketing and business skills relating to a chosen career progression, including but not limited to marketing, promotion, records keeping, confidentiality, public liability and insurance.

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outline within the module content. Practical and work based experiences will reinforce learning in real situations and context. Tutorials will provide an opportunity to discuss ideas relating to the development, implementation and management of exercise schedules.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	115	57
Placement learning	40	20
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework - Reflective journal (1500 words)

Exemplar

Having completed a work based experience (40 hours), identify and reflect on aspects of the experience that reinforce sound ethical behaviour and / or adherence to appropriate codes of practice.

Assessment Component 2 –50%

Coursework / Practical – Assignment presentation (10 minutes) or essay (1500 words)

Present, either as an essay oral presentation a literature review of a key topic related to your degree discipline.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

READING LIST

Module Code	SHSS4062	
Module Title	Professional Development and Practice	
Classification	Reading List entry	Electronic*
Essential	Barker, J (2011) <i>Single-case research methods in sport and exercise psychology</i> . London: Routledge.	☒
Essential	Becker, L. M. (2009) <i>The Mature Student's Handbook</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Cottrell, S. (2007) <i>The Exam Skills Handbook: Achieving Peak Performance</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Cottrell, S. (2008) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Creame, P. (2008) <i>Writing at University: A Guide for Students</i> . Maidenhead: Open University Press.	☒
Essential	Moore, S. (2010) <i>The Ultimate Study Skills Handbook</i> . Maidenhead: Open University Press.	☒
Essential	Neville, C. (2007) <i>The Complete Guide to Referencing and Avoiding Plagiarism</i> . Maidenhead: Open University Press.	☒
Essential	Northedge, A. (2005) <i>The Good Study Guide</i> . Milton Keynes: Open University Press.	☒
Essential	Pritchard, A. (2008) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i> . London: SAGE.	☒
Further	Aveyard, H. (2007) <i>Doing a Literature Review in Health and Social Care: A Practical Guide</i> . Maidenhead: Open University Press.	☒
Further	Barnes, R. (2004) <i>Successful Study for Degrees</i> . London: Routledge.	☒
Further	Bedford, D. (2009) <i>Study Skills for Part-Time Students</i> . Harlow: Prentice Hall. Bell, J. (2005) <i>Doing your Research Project</i> . Buckingham: Open University Press.	☒
Further	Blaxter, L. (2006) <i>How to Research</i> . Maidenhead: Open University Press.	☒
Further	Burns, T. (2008) <i>Essential Study Skills: The Complete Guide to Success at University</i> . London: SAGE.	☒
Further	Denscombe, M. (2002) <i>Ground Rules for Good Research – A Ten Point Guide</i> . Buckingham: Open University Press.	☒
Further	Emden, J.V. and Becker, L. (2004) <i>Presentation Skills for Students</i> . Basingstoke: Palgrave Macmillan.	☒
Further	Gratton, C. and Jones, I. (2004) <i>Research Methods for Sports Studies</i> . London: Routledge.	☒
Further	Levin, P. (2004) <i>A Guide to Reading and Essay Writing for Undergraduates and Taught Postgraduates</i> . Maidenhead: Open University Press.	☒

Further	McNamee, M. (2006) <i>Research Ethics in Exercise, Health & Sport Sciences</i> . London: Routledge.	☒
Further	Murray, R. (2006) <i>The Handbook of Academic Writing: A Fresh Approach</i> . Maidenhead: Open University Press.	☒
Further	Thody, A. (2006) <i>Writing and Presenting Research</i> . London: Sage Publications.	☒
Further	Thomas, J.R. and Nelson, J.K. (2001) <i>Research Methods in Physical Activity</i> . London: Human Kinetics.	☒
Further	Thomas, R.R. (2001) <i>Research Methods in Physical Activity</i> . London: Human Kinetics.	☒
Background	Rose, J. (2007) <i>The Mature Student's Guide to Writing</i> . Basingstoke: Palgrave Macmillan.	☒
Background	Soles, D. (2005) <i>The Academic Essay: How to Plan, Draft, Write and Revise</i> . Taunton: Studymates.	☒
Background	Institute for Outdoor Learning (2003) <i>Guide to a Career in Outdoor Learning</i> . Penrith: Institute for Outdoor Learning.	☒
Background	Warburton, N. (2006) <i>The Basics of Essay Writing</i> . London: Routledge.	☒
Journals	Strength and conditioning Journal.	☒
Journals	Journal of Sport Science.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Journal of Sport and Exercise Psychology.	☒
Journals	Physiotherapy in Sport Injury.	☒
Journals	Archives of Physical Therapy and Rehabilitation.	☒

MODULE CODE: SHSS4063
TITLE: Injuries and Chronic Disease
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: C630

AIM(S)

- To develop an appreciation of the impact of chronic health conditions and possible benefits and dangers of physical activity and inactivity.
- To identify and immediately manage common injuries and ailments that might occur before, during and after physical activity.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- identify the cause, characteristics and immediate care of a range of common injuries that result from participation in sport and physical activity;
- describe the processes involved, and typical time scales associated with healing of different tissue types;
- describe the signs, symptoms and immediate care associated with common chronic health conditions.

INDICATIVE CONTENT

- An introduction to the characteristics and identification of common injuries that occur in sport and exercise, including but not limited to; strains, sprains, dislocations, head trauma, consciousness, seizures, broken bones, asphyxia, wounds, haematoma and shock.
- The physiological characteristics, process and timeframe associated with the healing of bones, ligaments, tendons, cartilage, muscle, blood vessels and skin.
- Healing and repair of bones, ligaments, muscle, tendons, cartilage and skin.
- An introduction to potentially harmful effects of participation in sport and exercise, including but not limited to cramp, delayed on-set muscle soreness, dehydration, hypoglycaemia, hypo / hyperthermia, exercise induced asthma and hypotension.
- Classifications of injury.

- An introduction to the management and care of injuries immediately after they occur, including cardio pulmonary resuscitation (CPR).
- Strategies used to minimise the occurrence of common injuries.
- An introduction to identifying the signs and symptoms of common chronic health conditions including but not limited to; coronary heart disease, chronic obstructive pulmonary disease, diabetes, osteoporosis, osteoarthritis, rheumatoid arthritis, cancer, stroke and allergy.
- An introduction to the immediate care of illness after symptom have manifested including but not limited to emergency actions plans, normal operating procedures, pitch side, side-line and water side management.
- Strategies used to minimise the occurrence or impact of chronic health conditions.
- Benefits of physical activity on chronic health conditions including but not limited to; coronary heart disease, chronic obstructive pulmonary disease, diabetes, osteoporosis, osteoarthritis, rheumatoid arthritis, cancer, stroke.
- Contraindications of physical activity associate with chronic health conditions including but not limited to; coronary heart disease, chronic obstructive pulmonary disease, diabetes, osteoporosis, osteoarthritis, rheumatoid arthritis, cancer, stroke.
- Maintaining records or injury and treatment including decisions relating to appropriate onward referral, passing on relevant information and confidentiality.

LEARNING AND TEACHING STRATEGY

Lectures will provide students with a theoretical understanding of the indicative content. Tutorials and practical sessions will introduce examples which will be used to clarify understanding and provide context. Case studies will also be used to develop the range of understanding and application of techniques used.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Practical - Moulage (45 minutes)

Exemplar

Identify (minimum of 3) and treat the most likely condition from the moulage scenarios presented. You will be asked to justify your clinical impression, outline how you would manage the condition and what post treatment recommendations would you provide. You must also complete the relevant records describing the treatment and recommendations to the athlete.

Assessment Component 2 – (50%)

Written - Examination (1.5 hours)

- With reference to usual time scales outline the processes involved in healing from a simple fracture of the femur.
- Describe the signs and symptoms of an athlete suffering from hypoglycaemia.
- Outline the potential benefits and dangers someone suffering from rheumatoid arthritis might experience as a result of regular physical activity.

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	0
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
This module provides students with the knowledge and skills to identify and treat basic injuries. It further introduces the ways in which physical activity can be used to help manage some chronic health conditions, improving quality of life and reducing the burden on the health and care services.	

READING LIST

Module Code	SHSS4063	
Module Title	Injuries and Chronic Disease	
Classification	Reading List entry	Electronic*
Essential	Bahr, R and Engebretsen L. (2009) <i>Sports Injury Prevention</i> . Oxford: Wiley Blackwell.	☒
Essential	Blair, S., Bouchard, C. and Haskell, L. (2007) <i>Physical activity and health</i> , Champaign, Ill: Human Kinetics.	☒
Essential	Brunker, P., and Khan, K. (2012). <i>Clinical sports medicine</i> . Sydney: McGraw-Hill.	☒
Essential	Diaz, L.G. (2014) <i>Survey of Athletic Injuries for Exercise Science</i> . Burlington, MA: Jones & Bartlett Learning.	☒

Essential	Durstine, L.J., Moore, G., Painter, P. and Roberts, S. (2009) <i>Exercise Management for Persons with Chronic Diseases and Disabilities</i> . Champaign IL: Human Kinetics.	☒
Essential	Houglum, P.A. (2010) <i>Therapeutic Exercise for Musculoskeletal Injuries</i> . 3 rd edn. Champaign, Ill: Human Kinetics.	☒
Essential	Peterson, L. and Peterson, P. (2001) <i>Sports Injuries</i> . 3 rd edn. London: Martin Dunitz.	☒
Essential	Shultz, J.S., Houglum, P.A. and Perrin, D.H. (2010) <i>Examination of Musculoskeletal injuries</i> . 3 rd edn. Champaign, Ill: Human Kinetics.	☒
Essential	Wills, K. (2013) <i>Outdoor First Aid</i> . Caernarfon: Pesda Press Ltd.	☒
Further	McAtee, R.E. and Charland, J. (2013) <i>Facilitated stretching</i> , Champaign, Ill: Human Kinetics.	☒
Further	Spengler, J.O. (2006) <i>Risk Management in sport and recreation</i> . Leeds: Human Kinetics	☒
Background	Bar-Or, O and Rowland, T. (2004) <i>Pediatric Exercise Medicine: From Physiologic Principles to Health Care Application</i> . Champain, Ill: Human Kinetics.	☒
Background	Dryden, T. and Moyer, C.A. (2012) <i>Massage Therapy, Integrating Research and Practice</i> . Champaign, Ill: Human Kinetics.	☒
Background	Hardman, A.E. and Stensel, D.J. (2009) <i>Physical Activity and Health: The Evidence Explained</i> . 2 nd edn. Oxford: Routledge.	☒
Background	Harris, M. and Young, A. (ed) (2001) <i>Physical activity for patient: an exercise prescription</i> . London: Royal College of Physicians.	☒
Journals	Strength and Conditioning Journal.	☒
Journals	Journal of Sport Science.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health.	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Archives of Physical Therapy and Rehabilitation.	☒
Journals	Journal of Sport Therapy.	☒
Journals	Physiotherapy in Sport Injury.	☒

MODULE CODE: SHSS4064
TITLE: Assessing Health and Functional Fitness
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: C630

AIM(S)

- To develop an understanding of how health and fitness assessment techniques can be used to support exercise and athletic performance.
- To develop an understanding of national guidelines / recommendations relating to healthy lifestyle behaviours.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to;

- identify and conduct appropriate assessments required to assess specific components of health, fitness and functional performance;
- interpret information gained through assessment to develop individualised or group based exercise/conditioning and injury prevention programmes;
- provide recognised guidance to promote healthy lifestyle behaviours.

INDICATIVE CONTENT

- The definitions of health, fitness and wellbeing.
- Lifestyle factors that impact on injuries and chronic health conditions including but not limited to; diet, sleep, stress, smoking and physical activity, use of drugs, hygiene, immunisation and dental care and skin care.
- National recommendations that reflect generic guidance for lifestyle behaviours including but not limited to; diet, sleep, stress, smoking and physical activity, use of drugs, hygiene, immunisation and dental care and skin care.
- Ethics and Codes of professional practice when conducting assessments and collecting information on human participant.
- The use of questionnaires to identify behaviours and issues prior to conducting physical assessments.

- The relationship between the fitness consultant, sport therapist and other health care professionals.
- The fitness assessment environment relating to, but not limited to normal operating procedures, emergency action plans, hygiene, equipment maintenance, health and safety, minimising risk and first aid.
- Sources and reliability of reference information.
- Protocols for conducting assessments relating to the components of fitness; aerobic capacity, flexibility, muscular strength, muscular endurance speed, agility, power, acceleration.
- Protocols for conducting assessments relating to health including but not limited to; blood pressure, lung function and body composition.
- Protocols for conducting assessment relating to function, including but not limited to; anthropometry, somatotyping, posture, balance, coordination, reaction time.
- Strategies to evaluate mental health and wellbeing including but not limited to determination of emotional wellbeing, self-efficacy, esteem and perception.
- Interpretation of data collected including but not limited to comparisons with, norm data, pre-post intervention assessments and limb symmetry.
- Planning, managing and monitoring interventions designed to target specific components of fitness based on data collected.
- Feedback of data collected to patients and clients.
- Scope of professional practice and continual professional development.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of fitness assessment techniques whilst practical sessions will develop the skill to implement them. Tutorials and seminars will allow student to discuss finding and interpret meaning.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	130	65
Placement learning	25	12
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 25%

Practical – Skill assessment Examination (30 minutes).

Exemplar

Demonstrate competent use of at least 8 fitness and health assessment techniques. Demonstrate the ability to immediately explain and interpret the information collected.

Assessment Component 2 – 75%

Coursework - report (2000 words)

Exemplar

Conduct a full health, fitness and or functional assessment on a patient/client and using this data to design and subsequently manage a 4 week training / conditioning programme. Complete a report outlining you assessment data, recommendations and findings. Also provide lifestyle advice to enhance training, performance and genral health and wellbeing.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	75
Practical	25
TOTAL	100%

READING LIST

Module Code	SHSS4064	
Module Title	Assessing Health and Functional Fitness	
Classification	Reading List entry	Electronic*
Essential	American College of Sports Medicine. (2013) <i>Guidelines for Exercise Testing and Prescription</i> . 9 th edn. Philadelphia: Lea & Febiger.	☒
Essential	Heyward, V.H. (2012) <i>Advanced Fitness Assessment & Exercise Prescription</i> . 6 th edn. Champaign, IL: Human Kinetics.	☒
Essential	Howley, E.T. and Franks, B.D. (2012) <i>Health Fitness Instructor's Handbook</i> . 6 th edn. Champaign, IL: Human Kinetics.	☒
Essential	Morrow, J., Jackson, A., Dische, J. and Mood, D. (2010) <i>Measurement and evaluation in Human Performance</i> . 4 th edn. Champaign, IL: Human Kinetics.	☒
Essential	Reiman, M., and Manske, R. C., (2009) <i>Functional Testing in Human Performance</i> . Champaign, IL: Human Kinetics.	☒
Further	Brehm, B.A. (2004) <i>Successful Fitness Motivation Strategies</i> . Champaign, IL: Human Kinetics.	☒
Further	Crisfield, P. (2001) <i>The Young Athlete's Handbook</i> . Champaign, IL: Human Kinetics.	☒

Further	Houglum, P.A. (2010) <i>Therapeutic Exercise for Musculoskeletal Injuries</i> . 3 rd edn. Champaign, IL: Human Kinetics.	☒
Further	James, G. (2005) <i>Lifestyle Fitness Coaching</i> . Champaign, IL: Human Kinetics.	☒
Further	McArdle, W., Katch, F. and Katch, V. (2008) <i>Essentials of Exercise Physiology</i> . 8 th edn. Philadelphia: Lea & Febiger.	☒
Further	Maud, P.J. and Foster, C. (2006) <i>Physiological Assessment of Human Fitness</i> . Champaign, IL: Human Kinetics.	☒
Further	Welk, G. (2002) <i>Physical Activity Assessments for Health-Related Research</i> . Champaign, IL: Human Kinetics.	☒
Background	Behnke, R. (2008) <i>Kinetic Anatomy</i> . 2 nd edn. Champaign, Ill: Human Kinetics.	☒
Background	Hardman, A.E. and Stensel, D.J. (2009) <i>Physical Activity and Health: The evidence Explained</i> . 2 nd edn. London: Routledge.	☒
Background	Sharkey, B.J. and Gaskill, S.E. (2013) <i>Fitness and Health</i> . Champaign, Ill: Human Kinetics.	☒
Background	Wirhed, R. (2006) <i>Athletic Ability and the Anatomy of Motion</i> . London: Mosby.	☒
Journals	Strength and Conditioning Journal.	☒
Journals	Journal of Sport Science.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health.	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Journal of Sport and Exercise Psychology.	☒
Journals	Journal of Sport Therapy.	☒

MODULE CODE: SHSS4065
TITLE: Introduction to Sport Therapy Skills
DATED: 28/05/2014

LEVEL: 4
CREDITS: 20

JACS CODE: C630

AIM(S)

- To develop an appreciation of, and safely apply the fundamental principles of musculoskeletal assessment and interventions commonly used in the treatment and rehabilitation of sport injury.
- To develop effective patient handling and interpersonal skills And to provide a foundation on which to build further knowledge, skill and proficiency.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. conduct basic clinical assessments and determine appropriate treatments and management;
2. demonstrate understanding of the physiological, therapeutic and psychological effects, indications and contraindications of soft tissue mobilisation and massage techniques, thermotherapy and Tens.

INDICATIVE CONTENT

- Scope and limitation of practice; when to treat and when to refer to other health professionals.
- Managing the therapy environment.
- Collecting physical and psychological information pre-participation and to assess risk of injury.
- Collecting physical and psychological information to determine treatment parameters, objectives and goals.
- Introduction to clinical assessment, including but not limited to assessing active range of movement, passive range of movement, muscle length tests and manual muscle tests.
- Planning and managing therapy sessions and programmes.

- Identifying the likely causes of and an introduction to the management of pain, including the use of but not limited to cryotherapy, heat therapy and transcutaneous electrical nerve stimulation (TENS).
- Massage, effleurage, and petrissage, use of creams and oils.
- Stretching techniques including but not limited to passive, dynamic and proprioceptive neuromuscular facilitation.
- Myofacial release techniques.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices required to provide effective treatment to patients and clients. Practical sessions which will be used to develop the techniques of application. Tutorials will provide feedback into competence and critical evaluation of techniques learned. Case studies will also be used to develop and understanding of the potential scope of practical application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	125	63
Placement learning	30	14
TOTAL	200	100

ASSESSMENT

Assessment Component 1 – 50%

Practical - Examination (1 hour)

Exemplar

Conduct a full assessment and treatment of one of the following;

- Providing sports massage
- Myofacial release
- Assessment of various active range of movement, passive range of movement, muscle length tests and manual muscle tests

Assessment Component 2 – 50%

Coursework – Assignment (1500 words)

Exemplar

Using both research based and experiential evidence discuss the impact of sport massage and myofascial release techniques on improving active and passive range of movement.

Assessment Summary

Activity type	Percentage
Written	0
Coursework	50
Practical	50
TOTAL	100

READING LIST

Module Code	SHSS4065	
Module Title	Introduction to Sport Therapy Skills	
Classification	Reading List entry	Electronic*
Essential	Brunker, P., & Khan, K. (2012). <i>Clinical sports medicine</i> . 4 th ed. Sydney; New York: McGraw-Hill.	☒
Essential	Denegar, C.R., Saliba, E. & Saliba, S. (2010) Therapeutic Modalities for Musculoskeletal Injuries (3 rd Ed.). <i>Champaign</i> , Ill: Human Kinetics.	
Essential	Diaz, L.G. (2014) Survey of Athletic Injuries for Exercise Science, Jones & Bartlett Learning.	☒
Essential	Dryden, T & Moyer, C.A. (2012) Massage Therapy, Integrating Research and Practice, <i>Champaign</i> , Ill: Human Kinetics.	☒
Essential	Kell, A. (2012) <i>Strap taping for sports and rehabilitation</i> . Champaign, Ill: Human Kinetics.	☒
Essential	Kolt, S. G., & Snyder-Mackler, L. (2007). <i>Physical therapies in sport and exercise</i> . 2 nd ed. Edinburgh: Churchill Livingstone/Elsevier.	☒
Essential	MacKenzie, B. & Cordoza, G. (2012) Power, Speed, Endurance: a skill-based approach to endurance training, LasVagus: Victory Belt.	☒
Essential	McAtee, R.E. & Charland, J. (2013) Facilitated Stretching, <i>Champaign</i> , Ill: Human Kinetics.	☒
Essential	Spengler, J.O. (2006) Risk Management in Sport and Recreation, Leeds : Human Kinetics.	☒
Further	Benjamin, P.J. & Lamp S.P. (2005) Understanding Sport Massage, <i>Champaign</i> , Ill: Human Kinetics.	☒
Further	Findlay, S. (2012) Sports Massage, <i>Champaign</i> , Ill: Human kinetics.	☒
Further	Houglum, P.A. (2010) Therapeutic Exercise for Musculoskeletal Injuries (3 rd Ed.) <i>Champaign</i> , Ill: Human Kinetics.	☒
Further	Johnson, J. (2011) Deep Tissue Massage. <i>Champaign</i> , Ill: Human Kinetics.	☒
Further	Johnson J. (2009) Soft Tissue Release. <i>Champaign</i> , Ill: Human Kinetics.	☒
Further	Johnson J. (2012) Therapeutic stretching. <i>Champaign</i> , Ill: Human Kinetics.	☒
Further	Johnson J. (2012) Postural Assessment. <i>Champaign</i> , Ill: Human Kinetics.	☒

Background	Bahr, R & Engebretsen L. Sports Injury Prevention. Wiley Blackwell, 2009.	☒
Background	Peterson, L. & Peterson, P. (2001) Sports Injuries (3 rd Ed.) New York: Routledge.	☒
Journals	Strength and Conditioning Journal.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	British Journal of Sports Medicine.	☒
Journals	British Medical Journal.	☒
Journals	Physiotherapy in Sport Injury.	☒
Journals	Archives of Physical Therapy and Rehabilitation.	☒
Journals	Journal of Sport Therapy.	☒

MODULE CODE: SHSS4066
TITLE: Introduction to Health and Exercise Psychology
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: C841

AIM(S)

- To develop an understanding of how exercise and other lifestyle factors can influence psychological health.
- To develop an understanding of theory, and the practical application of methods for improving health through behaviour change.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand the professional role of exercise psychologists;
- outline a range of prominent theories from health and exercise behaviour research;
- explain the determinants for, and barriers preventing adherence to exercise, a healthy balanced diet and other lifestyle behaviours;
- demonstrate a knowledge of interventions and understand how these can be practically applied to enhance health related behaviours.

INDICATIVE CONTENT

- The concepts of health and wellbeing and their importance across the lifespan.
- The codes of practices, ethics and values associated with the role of the Exercise Psychologist.
- The role and impact of various health enhancing behaviours including but not limited to exercising and maintaining a healthy diet.
- The role of health enhancing and health compromising behaviours in relation to mental health, including but not limited to; diet and weight control, smoking, alcohol consumption, stress and sleep patterns.
- The psychobiological, behavioural, social and cognitive antecedents of acute and chronic exercise, including but not limited to; the relationship between exercise and anxiety, stress, and depression.

- Motivational theory will be considered in terms of practical implications for the practitioner. Determinants of exercise adherence will be reviewed for various populations across the lifespan.
- Motivational theory will be considered in terms of practical implications for the practitioner. Determinants of exercise adherence will be considered for various populations across the lifespan.
- Introduction to theoretical models associated with health and exercise behaviours, including but not limited to; Transtheoretical Model, Health Belief Model, and Self Determination Theory. Students will gain an understanding of the relationship between theory and practical application.
- The use of common intervention strategies to promote adherence to healthy lifestyle behaviours to address barriers to adherence at an individual, group, and workplace level.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to psychological concepts, principles and practices. Seminar sessions will allow the discussion of experiences and for data to be collected. Case studies will be used to apply common intervention strategies in order to promote adherence to healthy lifestyle behaviours

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework – report (1500 words).

Exemplar

Examine the motives and barriers to participation in regular exercise for University students.

Assessment Component 2 – 50%

Coursework – assignment (1500 words).

Exemplar

Review relevant theories of behaviour change.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Students will explore the concepts of health and wellbeing across the lifespan. The importance of exercise, consuming a healthy balanced diet and other lifestyle behaviours in terms of improving both short and long term health and wellbeing will be discussed. Students will learn essential skill and strategies to encourage adherence to health enhancing behaviours, which they can apply not only to themselves but also to family members and friends. Wider social skills (e.g. communication, group work) and promoting positive citizenship are also a focus of the module.	

READING LIST

Module Code	SHSS4066	
Module Title	Introduction to Health and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Biddle, S.J.H., Mutrie, N., and Gorley, T. (2015) <i>Psychology of physical activity: determinants, well-being and interventions</i> . Oxon: Routledge.	☒
Essential	Buckworth, J., Dishman, R.K., O'Connor, P.J. and Tomporowski, P.D. (2013) <i>Exercise psychology</i> . 10 th edn. Champaign IL: Human Kinetics.	☒
Essential	Hanrahan, S. and Andersen, M. (2015) <i>Doing exercise psychology</i> . Champaign IL: Human Kinetics.	☒
Essential	Moran, A.P. (2012) <i>Sport and exercise psychology: a critical introduction</i> . 2 nd edn. London: Routledge.	☒
Essential	Morrison, V. and Bennett, P. (2012) <i>An introduction to health psychology</i> . 3 rd edn. London: Pearson.	☒
Essential	Morrison, V. and Bennett, P. (2012) <i>An introduction to health psychology</i> . 3 rd edn. London: Pearson.	☒
Essential	Taylor, S.E. (2014) <i>Health psychology</i> . 9 th edn. London: McGraw-Hill Higher Education.	☒
Essential	Weinberg, R. and Gould, D. (2014) <i>Foundations of sport & exercise psychology</i> . 6 th edn. Champaign IL: Human Kinetics.	☒
Further	Abraham, C. (2004) <i>Health psychology in practice</i> . Oxford: Blackwell.	☒
Further	Albery, I. (2008) <i>Key concepts in health psychology</i> . Los Angeles: SAGE.	☒
Further	Biddle, S.J.H. (2003) <i>Physical activity and psychological well-being [ebook]</i> . London: Routledge.	☒

Further	Blackman, M.C., and Kvaska, C.A. (2011) <i>Nutrition psychology: improving dietary adherence</i> . Sudbury: Bartlett Publishers.	☒
Further	Bouchard, C. (2000) <i>Physical activity and obesity</i> . Leeds: Human Kinetics.	☒
Further	Cassidy, T. (1999) <i>Stress, cognition and health</i> . London: Routledge.	☒
Further	Dishman, R.K., and Cureton, K.J. (1999) <i>Physical activity for health and fitness</i> . Madison: Brown and Benchmark.	☒
Further	Eklund, R.C. and Tenenbaum, G. (eds.) (2014) <i>Encyclopedia of sport and exercise</i> . London: Sage.	☒
Further	Lyons, A. C. (2006) <i>Health psychology - a critical introduction [ebook]</i> . Cambridge: Cambridge University Press.	☒
Further	Marks, D. (2005) <i>Health psychology: theory, research and practice</i> . London: Sage.	☒
Further	Roberts, G.C. (2001) <i>Advances in motivation in sport and exercise</i> . Champaign IL: Human Kinetics.	☒
Further	Sarafino, E.P. (2013) <i>Health psychology: bio psychosocial interactions</i> . 8 th edn. Chichester: Wiley.	☒
Background	Dishman, R.K., Washburn, R.A., and Heath, G.W. (2004) <i>Physical activity epidemiology</i> . Madison: Brown and Benchmark.	☒
Background	Heyward, V.H. (2010) <i>Advanced fitness assessment and exercise prescription</i> . 6 th edn. Champaign IL: Human Kinetics.	☒
Journals	Health Psychology.	☒
Journals	Journal of Health Psychology.	☒
Journals	Medicine and Science in Sport and Exercise.	☒
Journals	Journal of Physical Activity and Health.	☒
Journals	Journal of Sport and Exercise Psychology.	☒
Journals	Journal of Sport Psychology.	☒
Journals	Sport, Exercise and Performance Psychology	☒
Websites	British Association for Sport and Exercise Sciences. http://www.bases.org.uk/	☒
Websites	British Psychological Society. http://www.bps.org.uk/	☒
Websites	A guide to mental health, psychology, and psychiatry. http://www.mentalhelp.net/	☒
Websites	Physical Activity and Nutrition Networks Wales. http://www.physicalactivityandnutritionwales.org.uk/	☒
Websites	Contains psychology-related information for students and teachers of psychology. http://www.psywww.com/	☒

MODULE CODE: SHSS4067
TITLE: Nutrition for Health
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: B400

AIM(S)

- To provide an introduction to the macro and micronutrients and the dietary requirements for health and maintenance of health.
- Review the relationship between nutrition, health and disease and the consequences of an unbalanced diet.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate an understanding of the role of the macronutrients; carbohydrate, protein and fat in the diet and the non-nutrient alcohol, outlining the optimal intakes in the maintenance of health and in the prevention or causation of disease.
- Demonstrate an understanding of the roles of vitamins and minerals in the diet, outlining the optimal intakes in the maintenance of health and in the prevention or causation of disease.
- Identify the importance of a healthy diet in disease prevention/management and gain familiarity with current evidence based dietary guidelines.

INDICATIVE CONTENT

- Nutritional requirements for carbohydrates, fats, proteins, vitamins and minerals throughout the life stages and recognition of the adverse effects of under/over consumption.
- Dietary sources of macro and micronutrients.
- Recommended portion sizes to achieve optimum health and prevent excess weight gain/achieve weight loss.
- Fluid requirements and the importance of adequate hydration.
- Energy balance and the role of diet and physical activity in maintaining a healthy weight.

- Alcohol awareness in terms of recommended guidelines, units of alcohol, calorie content and adverse effects. To include alcohol brief intervention theory and signposting to services.
- Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, depression, osteoporosis, arthritis.
- Non-nutrient components of foods and drinks that can affect diet and health.
- The relationship between diet and oral health with reference to intake of dietary sugars and dental decay.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework (1500 words)

Exemplar

Discuss the rationale for making dietary modifications with reference to a specific disease condition, making reference to current evidence based guidelines.

Assessment Component 2 – 50%

Written Exam (2 hours)

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The module teaches students the importance of consuming a healthy balanced diet to improve both short term and long term health and well being. Students will learn essential nutrition skills for life that they can apply not only to their own diet but also to family members including children.	

READING LIST

Module Code	SHSS4067	
Module Title	Nutrition for Health	
Classification	Reading List entry	Electronic*
Essential	Department of Health (1991) <i>Dietary reference values for food energy and nutrients for the UK: report of the panel on dietary reference values of the committee on medical aspects of food policy</i> . Twentieth Impression. Richmond, Surrey: The Stationary Office.	☒
Essential	Gibney, M.J. (2009) <i>Introduction to human nutrition</i> . 2 nd edn. Chichester: Wiley-Blackwell.	☒
Essential	Insel, P., Ross, D., McMahon, K. and Bernstein, M. (2013) <i>Discovering nutrition</i> . 4th edn. Sudbury: Jones and Bartlett Learning.	☒
Essential	Lean, M. & Combet, E. (2016) <i>Barasi's Human Nutrition: A Health Perspective</i> . 3 rd edn. London: CRC Press.	☒
Essential	Mann, J. and Truswell, A.S. (2007) <i>Essentials of human nutrition</i> . 3rd edn. Oxford: Oxford University Press.	☒
Essential	Public Health England (2016) Government Dietary Recommendations [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/618167/government_dietary_recommendations.pdf [Accessed 13/05/17]	☒
Essential	Whitney, E.N. and Rolfes, S.R. (2013) <i>Understanding nutrition</i> . 13 th edn. Belmont, CA: Wadsworth.	☒
Further	British Nutrition Foundation (2009) <i>Healthy Ageing: The role of nutrition and lifestyle: the report of a British Nutrition Foundation Task Force</i> . Edited by John, C. Mathers; Sara Stanner; Rachel Thompson & Judith Buttriss. Chichester: Wiley Blackwell.	☒
Further	Edelstein, S. and Sharlin, J. (2009) <i>Life cycle nutrition-an evidence-based approach</i> . Sudbury, Mass: Jones & Bartlett.	☒
Further	Elia, M., Ljungqvist, O., Stratton, R. and Lanham-New, S.A. (Eds) (2012) <i>Clinical nutrition</i> . 2 nd edn. Oxford: Wiley-Blackwell.	☒
Further	Public Health England (2016) The Eatwell Guide [online] Available at: https://www.gov.uk/government/publications/the-eatwell-guide [Accessed 13/07/17]	☒
Further	Langley-Evans, S.C. (2015) <i>Nutrition, Health and Disease: A Lifespan Approach</i> . Oxford: Wiley-Blackwell.	☒
Background	Buttriss, J., Welch, A., Kearney, J. & Lanham-New, S.	☒

	(2017) <i>Public Health Nutrition</i> . 2 nd Edition. Oxford: Wiley Blackwell.	
Background	Department of Health (2012) <i>Manual of nutrition</i> . 12 th edn. London: The Stationary Office.	☒
Journals	British Journal of Nutrition.	☒
Journals	Nutrition Journal.	☒
Journals	Journal of Clinical Nutrition.	☒
Journals	European Journal of Nutrition.	☒
Journals	Nutrition Research.	☒
Journals	Nutrition Bulletin.	☒
Journals	Journal of Human Nutrition and Dietetics.	☒
Journals	British Medical Journal.	☒
Website	www.nutrition.org.uk/	☒
Website	www.bda.uk.com/	☒
Website	www.gov.uk/government/groups/scientific-advisory-committee-on-nutrition	☒
Website	www.nutrition society.org/	☒
Website	www.physicalactivityandnutritionwales.org.uk	☒
Website	www.nhs.uk/	☒
Website	www.diabetes.org.uk/	☒
Website	www.nhs.uk/change4life/	☒
Website	www.bhf.org.uk/	☒
Website	www.wcrf-uk.org/	☒
Website	www.nationaldairycouncil.org/	☒
Website	www.designedtosmile.co.uk/	☒

MODULE CODE: SHSS4068
TITLE: The Science of Nutrition
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: D610

AIM(S)

- To describe the biochemical structures of foods and the processes concerned with their digestion, absorption, utilisation and elimination.
- To examine the biochemistry of foods and impact of processing on the bioavailability of nutrients.

LEARNING OUTCOMES

By the end of this module students should be able to:

- describe the biochemical structure of macro and micro nutrients;
- outline the roles and actions of digestive enzymes;
- describe the change to foods brought about by processing and cooking;
- demonstrate an understanding of the way foods are used by the body.

CONTENT

- Atoms, molecules and bonding of organic molecules.
- Function of enzymes and the specific ones associated with the breakdown of fats (lipases), carbohydrates (amylases), proteins (proteases) and within the energy pathways (phosphofructokinase, lactate dehydrogenase etc).
- Chemical structure of simple and complex carbohydrates.
- Chemical structure of fats, fatty acids, glycerol, cholesterol, sterols.
- Primary, secondary, tertiary and quaternary structures of proteins.
- Structure of amino acids, peptides and polypeptides.
- Deamination.
- Structure of vitamins and minerals and their role within the structures and processes of the body, including; their role in muscle contraction, energy metabolism, nerve function, storage in adipose tissue and bones.

- Structure of Deoxyribonucleic Acid (DNA), Ribonucleic Acid (RNA), Messenger Ribonucleic Acid mRNA and the formation of new proteins.
- Bioavailability of nutrients and the role of gut flora.
- Physical and biochemical changes to food as a result of cooking, processing and manufacturing.

ASSESSMENT

LEARNING AND TEACHING STRATEGY

Lectures will provide students with the theoretical knowledge, concepts and principles required to understand and interpret information collected during event organisation. Tutorials will be used to discuss data collected in terms of theory and current research.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
Total	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Coursework (4000 words)

Exemplar

1. Outline the function, RDI's, toxicity, deficiency and food sources associated with; iron, calcium, sodium, magnesium, iodine, potassium and zinc.
2. Describe how enzymes work and their importance in the digestive process.
3. Outline the processes by which the body forms new proteins.
4. Outline changes to the glycaemic index of a potato after baking, boiling and frying.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The module provides students with an understanding of why we need to consuming a healthy balanced diet to improve both short term and long term health and wellbeing. Students will learn essentials relating to nutrition and food science that they can apply not only to their own diet but also to family members including children.	

READING LIST

Module Code	SHSS4068	
Module Title	The Science of Nutrition	
Classification	Reading List entry	Electronic*
Essential	Bender, D. A. (2002) <i>An Introduction to Nutrition and Metabolism</i> . London: Taylor and Francis.	☒
Essential	Campbell-Platt, G. (2009) <i>Food Science & Technology</i> . Chichester: Wiley-Blackwell.	☒
Essential	Clark, S., Jung, S. and Lamsal, B. (2014) <i>Food Processing: Principles and Applications</i> . 2 nd edn. Chichester: Wiley-Blackwell.	☒
Essential	Hargreaves, M. and Spriet, L. (2006) <i>Exercise Metabolism</i> . Leeds: Human Kinetics.	☒
Essential	De la Guardia, M. and Garrigues S. (2015) <i>Handbook of Mineral Elements in Food</i> . Chichester: Wiley-Blackwell.	☒
Further	Bower, J. A. (2013) <i>Statistical Methods for Food Science: Introductory Procedures for the Food Practitioner</i> . 2 nd edn. Chichester: Wiley & Sons.	☒
Further	Driskell, J. & Wolinsky, I. (1999) <i>Macro Elements, Water and Electrolytes in Sport Nutrition</i> . London: CRC Press.	☒
Further	Kang, J. (2008) <i>Bioenergetics Primer for Exercise Science</i> . Leeds: Human Kinetics.	☒
Further	Murcott, A. (1998) <i>The Nations Diet: The Social Science of Food Choice</i> . Harlow: Longman.	☒
Further	Roth, S. (2007) <i>Genetics Primer for Exercise Science and Health</i> . Leeds: Human Kinetics.	☒
Further	Spence, C & Piqueras-Fiszman B (2013) <i>The Perfect Meal: The Multisensory Science of Food and Dining</i> . Chichester: Wiley & Sons.	☒
Further	Velisek, J. (2014) <i>The Chemistry of Food</i> . Chichester: Wiley-Blackwell.	☒
Background	Bender, D.A. & Bender, A.E. (1997) <i>Nutrition: A Reference Handbook</i> . Oxford: Oxford University Press.	☒
Background	McArdle, W.D. <i>Sport and Exercise Nutrition</i> . Philadelphia: Lippincott.	☒
Background	Tortora, G. and Grabowski, S. (2006) <i>Introduction to the Human Body – The Essentials of Anatomy and Physiology</i> . 6 th edn. Chichester: Wiley & Sons.	☒
Background	Tortora, G. (2014) <i>Principles of Anatomy and Physiology</i> . New York: HarperCollins.	☒
Background	Williams, M.H. (2012) <i>Nutrition for Health, Fitness and Sport</i> . 10 th edn. London: McGraw-Hill.	☒

MODULE CODE: SHSS4069
TITLE: Health, Exercise and Society
DATED: 28/04/2016

LEVEL: 4
CREDITS: 20

JACS CODE: X900

AIM(S)

- To examine the role of health and exercise in modern society.
- To describe the key sociological approaches to the analysis of health and exercise within society.
- To consider a range of major contemporary issues in relation to the role of health and exercise in society.
- To lay the basis for further study in socio-cultural aspects of health and exercise.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand the nature of the social account of health and exercise
- Relate the sociological account of health and illness within the UK to issues of public policy.
- Have engaged with current debates about the management of health and exercise.
- Understand the differences in the effects of physical activity on fitness across age, gender and different population groups.
- Examine the gender differentiation of physical activity patterns, determinants of exercise behaviour and social barriers to exercise.
- Be aware of the major social principles behind physical activity, health promotion and adherence to exercise.

INDICATIVE CONTENT

- Critique the epidemiological case for exercise in terms of physical health and well-being.
- Extract core issues from recent UK based research identifying the main causes of poor health within the UK paying particular attention to the Black, Acheson and Marmot Reports.

- Compare different models of social change in the context of physical activity and exercise - the outcomes of adopting a physically activity lifestyle, both in non-clinical and clinical populations.
- Consider the evidence that seems to indicate that gender issues within sport and exercise favours males more than females.
- Examine the sociological issues pertinent to context where exercise and physical activity are used as an adjunct to other medical treatment by studying in particular the rise of ‘Green Exercise’.
- Design, execute and reflect upon a programme of social behavioural change for sedentary individuals adopting health enhancing physical activity – study the subtle changes needed in social patterning.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Teaching is based on lectures and discussion tasks which are structured around the learning outcomes above. The lectures are designed to provide a broad framework by addressing major themes, ideas, issues and debates. Students will be encouraged to develop their learning skills in relation to note taking, wider reading and further study and time management. The Module Portfolio are a set of learning activities that support learning and understanding of conceptual; tools on the sociology of health and exercise and will help the student acquire research and information analysis skills.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0%	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework – Essay (2000 words).

Exemplar:

Why might certain social groups experience unequal access to health and exercise? Support your answer with examples relating to at least TWO of the following: gender, social class, ethnicity, age, disability, poverty.

Assessment Component 2 – 50%

Coursework - Portfolio (2000 words).

Exemplar

- Choose an area within Wales for specific statistical research and analysis.
- Look at the statistics for that area and decide which area of health you are going to concentrate on e.g. obesity, cardio, life expectancy, for example.
- All the statistics need to be compared with a Wales average - are they greater, the same or lower etc.
- The statistics need to be interpreted, that is, you will need to explain trends from the notes and discussions we have had over the weeks (e.g. why is a certain age group higher than others, does area or lifestyle have any impact).

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The study of the benefits of Green Exercise within the natural environment. Study Green Exercise projects and the benefits of Green Gyms.	

READING LIST

Module Code	SHSS4069	
Module Title	Health, Exercise and Society	
Classification	Reading List entry	Electronic*
Essential	Bradley, Hannah. (2012) Medicine, Health and Society. SAGE Pub. Ltd.	☒
Essential	Caplan-Valkwein, Karin. (2014) Sport Fitness/Culture. Meyer and Meyer Sport (UK) Ltd.	☒
Essential	Molnar, Gyozo. (2012) Sport, Exercise and Social Theory. An Introduction. Routledge.	☒
Further	Bury, M. & Gabe, J. (eds) (2004) The Sociology of Health and Illness: A Reader. Routledge.	☒
Further	Clarke, A. (2001) the Sociology of Health Care. Harrow, Prentice Hall.	☒
Further	Field, D. (2003) 'Health care in contemporary Britain' and Blakemore, K. (2003) 'Health policy: crisis and reform' in Taylor & Field (2003).	☒

Background	Berryman, J.W., and Flack, R.J. (1992) Sport and Exercise Science: Essays in the History of Sports Medicine. O.U.P.	☒
Background	Dishman, R. K., J. F. Sallis, and D. R. Orenstein. (1985). The determinants of physical activity and exercise. <i>Public Health Reports</i> 100.2: 158–171.	☒
Background	Hardey, M (1998) The Social Context of Health. Buckingham, Open University Press.	☒
Background	Hugman, R. (1998) Social Welfare and Social Values. Basingstoke, Macmillan.	☒
Background	Hugman, R. (1991) Power in the Caring professions. Basingstoke, Macmillan.	☒
Background	Jones, D. <i>et.al.</i> (1998) Sociology and Occupational Therapy. Edinburgh, Churchill Livingstone.	☒
Background	Nettleton, S. (2006) The Sociology of Health and Illness. Polity Press. (2 nd ed.)	☒
Background	Townsend, N Davidson & M Whitehead, <i>Inequalities in Health</i> , 1992	☒
Background	Turner, B. <i>Medical Power and Social Knowledge</i> (2 nd ed.), 1995.	☒
Journal	European Sport Management Quarterly.	☒
Journal	Sport Management Review.	☒
Journal	International Journal of Sport Management (IJSM).	☒
Journal	Sport, Education and Society.	☒
Journal	Sport in Society.	
Website	http://www.skillsactive.com/	
Website	http://www.cimspa.co.uk/	
Website	http://www.sportwales.org.uk/	
Website	www.equalityandhumanrights.org.uk	
Website	http://www.bma.org.uk/	

MODULE CODE: SHSS4072
TITLE: Introductory Exercise Physiology
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: B120

AIM(S)

- To develop an understanding of the physical and physiological responses of the human body to exercise.
- To develop the skills of fitness and health assessment to measure physical and functional capacities of the human body.
- To develop the knowledge and skills to devise and instruct basic exercise programmes.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- describe the changes that result from exercise to the structures and physiology of the exercise systems within the human body;
- conduct and interpret various fitness and health assessments;
- devise and implement basic exercise sessions and programmes.

INDICATIVE CONTENT

- Homeostasis.
- Theoretical and diagrammatic description of the structure and functions of the cardiovascular (including blood), muscular, respiratory (internal and external) skeletal, nervous and hormonal systems.
- The effect of short-term exercise on the structure and functions of the cardiovascular (including blood), muscular, respiratory (internal and external) skeletal, nervous and hormonal systems.
- Field based health and fitness assessments, including but not limited to protocols for measuring; aerobic capacity, flexibility, muscular strength, muscular endurance speed, agility, power, acceleration blood pressure, lung function and body composition.
- Components of fitness.

- Principles of training.
- The comparison of assessment data to 'norm' data to devise exercise sessions and programmes.
- Types of training, including but not limited to the use of exercise gyms, circuit training and calisthenics.
- the use of pre-assessment and pre-exercise questionnaires,
- Managing the exercise environment and specifically health and safety within that environment.
- Conducting introductory exercise sessions including

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outline within the module content. Practical experimentation will reinforce learning and demonstrate the impact of physical activity on the main systems of the body. Tutorials will provide an opportunity to discuss experimental findings and clarify theoretical understanding.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework - experimental report (2000 words).

Exemplar

Using evidence collected from fitness and health assessments describe the physiological changes to the cardiovascular and respiratory systems that occur as a result of light and hard physical activity.

Assessment Component 2 – 50%

Practical – Assessment (45 minutes).

Using the client and information collected in assessment 1 devise a training programme and induct the client in their first exercise session.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students will develop key knowledge and skills that will reinforce future sustainable practice promoting health and wellbeing. They will subsequently work with members of the community improving lifestyle behaviours relating to participation and adherence to physical activity.	

READING LIST

Module Code	SHSS4072	
Module Title	Introductory Exercise Physiology	
Classification	Reading List entry	Electronic*
Essential	American College of Sports Medicine. (2013) <i>Guidelines for Exercise Testing and Prescription</i> . 9 th ed. Philadelphia: Lea & Febiger.	☒
Essential	Baechle, T.R. and Earle, R.W. (2000) <i>Essentials of strength training</i> . Champaign, IL: Human Kinetics.	☒
Essential	Behnke, R. (2008) <i>Kinetic anatomy</i> . 2 nd ed. Champaign, Ill: Human Kinetics.	☒
Essential	Clark, M.A. and Lucett, S.C. (2010) <i>NASM Essentials of Sports Performance</i> . Philadelphia: Lippincott Williams & Wilkins.	☒
Essential	Coburn, J.W. and Malek, M.H. (2012) <i>NSCA's Essentials of personal Training</i> , Champaign, IL: Human Kinetics.	☒
Essential	Heyward, V.H. (2012) <i>Advanced Fitness Assessment & Exercise Prescription</i> . 2 nd ed. Champaign, IL: Human Kinetics.	
Essential	Howley, E.T. and Franks, B.D. (2012) <i>Health Fitness Instructor's Handbook</i> . 6 th ed. Champaign, IL: Human Kinetics.	☒
Essential	Palastanga, N. and Soames, R.W. (2012) <i>Anatomy and human movement: structure and function</i> . 6 th ed. London: Churchill Livingstone.	☒
Essential	Tortora, G. and Derrickson, B.H. (2010) <i>Essentials of anatomy and physiology</i> . 8 th ed. Oxford: Wiley & Sons.	☒
Essential	Tucker, L. (2008) <i>An Introductory guide to anatomy and physiology</i> . London: EMS.	☒
Essential	Watkins, J. (2010) <i>Structure and function of the musculoskeletal system</i> . 2 nd ed. Champaign, Ill: Human Kinetics.	☒
Further	Aaberg, E. (1998) <i>Muscle mechanics</i> . Champaign, IL: Human Kinetics.	☒
Further	Bastian, G.F. (1993) <i>An illustrated review of the skeletal and muscular systems</i> . New York: Harper Collins.	☒
Further	Clark, R.K. (2005) <i>Anatomy and physiology</i> . Burlington, MA: Jones and Bartlett Learning.	☒

Further	Luttgens, K. and Hamilton, N. (1997) <i>Kinesiology scientific basis of human motion</i> . London: Brown and Benchmark.	☒
Further	Maud, P.J. and Foster, C. (2006) <i>Physiological Assessment of Human Fitness</i> . Champaign IL: Human Kinetics.	☒
Further	Stone, R.J. and Stone, J.A. (2000) <i>Atlas of skeletal muscles</i> . Boston, London: McGraw Hill.	☒
Further	Thompson, C. and Floyd, R. (1997) <i>Manual of structural kinesiology</i> . New York: McGraw-Hill.	☒
Further	Tortora, G. and Derrickson, B.H. (2009) <i>Principles of anatomy and physiology</i> . 2 nd ed. York: Wiley & Sons.	☒
Further	Vander, A.J., Sherman, J.H. and Luciano, D.S. (2007) <i>Human physiology – The mechanisms of body function</i> . 10 th ed. New York: McGraw-Hill.	☒
Further	Welk, G. (2002) <i>Physical activity assessments for health-related research</i> . Champaign, IL: Human Kinetics.	☒
Further	Wirhed, R. (2006) <i>Athletic ability and the anatomy of motion</i> . London: Mosby.	☒
Background	Jenkins, G., Kemnitz, C. and Tortora, G.J. (2007) <i>Anatomy and physiology: from science to life</i> . Oxford: Wiley & Sons.	☒
Background	McArdle, W., Katch, F. and Katch, V. (2005) <i>Essentials of exercise physiology</i> . Philadelphia: Lea & Febiger.	☒
Background	McComas, A.J. (2006) <i>Skeletal muscle form and function</i> . 2 nd ed. Champaign, Ill: Human Kinetics.	☒
Background	Smith, T. (2001) <i>Human body</i> . London: Dorling Kindersley.	☒
Journal	Strength and Conditioning Journal.	☒
Journal	Journal of Sport Science.	☒
Journal	Medicine and Science in Sport and Exercise.	☒
Journal	Journal of Physical Activity and Health.	☒
Journal	British Journal of Sports Medicine.	☒
Journal	British Medical Journal.	☒
Journal	Archives of Physical Therapy and Rehabilitation.	☒
Journal	Journal of Sport Therapy.	☒
Journal	Physical Therapy in Sport.	☒

MODULE CODE: SHSS4073
TITLE: Physical Education the Child and the Curriculum
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X370

AIM(S)

- To provide an introduction to Physical Education in the National Curriculum (NCPE) and the physical development and creative development within the Foundation Phase.
- To develop an understanding and ability to design learning tasks which take into account different learning and teaching styles.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- demonstrate detailed knowledge and understanding of the NCPE programmes of study and physical and creative development in the Foundation Phase;
- demonstrate a recognition of the importance of maturational and physical developmental factors in task setting in the teaching of Physical Education;
- articulate clearly a personal philosophy on the value of Physical Education and school sport in the education of children.

INDICATIVE CONTENT

- Brief historical location of Physical Education in state education and the development of its place in the National Curriculum.
- Peter Arnold's categories of education 'through', 'about' and 'of' the physical or movement.
- The role of Physical Education in the Physical Literacy literature and life-long physical activity agenda.
- Physical and motor development during early and later childhood through to adolescence.
- Developing skills across the curriculum through Physical Education.

- Planning for learning – designing learning outcomes, learning tasks and evaluating effective teaching.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the theoretical issues underpinning quality Physical Education. Practical workshops will explore these ideas in a practical setting, which will include opportunities to teach children or fellow students.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written essay (2000 words).

Exemplar

With reference to national curriculum documentation and other relevant literature, give examples and discuss how specific learning tasks you have designed and delivered can develop key skills in children.

Assessment Component 2 – 50%

Presentation (10 minutes).

Exemplar

Why should teachers using a wide range of teaching strategies when teaching Physical Education?

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
	No
If yes please provide brief details (no more than 100 words):	

High quality Physical Education has the ability to impact positively on physical activity levels. Students undertaking the module have the ability to impact on the health and well-being of individuals under their guidance. In the short term, this includes primary school pupils who form part of the module. Longer term a wider impact could be seen as students graduate into future roles within the field. Physical Education teaching also develops wider social skills (e.g. communication, group work) promoting positive citizenship.

READING LIST

Module Code	SHSS4073	
Module Title	Physical Education the Child and the Curriculum	
Classification	Reading List entry	Electronic*
Essential	Capel, S. and Whitehead, M. (2013) <i>Debates in Physical Education</i> . Oxon: Routledge.	☒
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical Education in the National Curriculum for Wales</i> . DCELLS: Cardiff.	☒
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b) <i>Skills framework for 3 to 19-year-olds in Wales</i> . DCELLS: Cardiff.	☒
Essential	Green, K. and Hardman, K. (eds) (2008) <i>Physical Education Essential Issues</i> . London: Sage.	☒
Essential	Whitehead, M. (2010) <i>Physical Literacy throughout the Lifecourse</i> . New York: Routledge.	☒
Further	Bailey, R. and Kirk, D. (Eds.) (2009) <i>The Routledge Physical Education Reader</i> . London: Routledge.	☒
Further	Kirk, D. (2010) <i>Physical Education Futures</i> . Oxon: Routledge.	☒
Further	Siedentop, D. (1994) <i>Quality PE through sport experiences: Sport Education</i> . Champaign, IL: Human Kinetics.	☒
Further	Metzler, M. W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Ariz: Holcomb Hathway.	☒
Background	Kirk, D. (1992) <i>Defining Physical Education: The social construction of a school subject in postwar Britain</i> . London: Falmer.	☒
Background	Kirk, D. MacDonald, D. and O'Sullivan, M. (2006) <i>The Handbook of Physical Education</i> . London: Sage Publications.	☒
Background	Stidder, G. and Binney, J. (2012) <i>Innovative Approaches to Teaching and Learning in Physical Education</i> . Oxon: Routledge.	☒
Journals	<i>Physical Education and Sport Pedagogy</i> .	☒
Journals	<i>Physical Education Matters</i> .	☒
Journals	<i>Quest</i> .	☒
Journals	<i>Sport Education and Society</i> .	☒
Journals	<i>The Physical Educator</i> .	☒
Website	Association for Physical Education - http://www.afpe.org.uk/	☒
Website	Includes a range of useful resources linked to Physical Education.	☒

MODULE CODE: SHSS4074
TITLE: Adventure and Challenge in the Curriculum
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X320

AIM(S)

- To introduce the concept of models based practice in physical education.
- To introduce 'Adventure Challenge' as a model for outdoor and adventurous activities in physical education.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand the concept of models based practice in Physical Education;
- evaluate the contribution of an 'Adventure Challenge' model within Physical Education;
- understand the role of outdoor learning and adventurous activities in the development of children's physical literacy;
- design and deliver a range of activities from an 'Adventure Challenge' model to a group of primary aged children.

INDICATIVE CONTENT

- The emergence of models based practice in Physical Education as a more effective approach to learning and teaching pedagogy.
- The range and diversity of existing models that have been developed in Physical Education highlighting the contribution to specific and trans domain learning through different models.
- Practical sessions will involve the modelling of a range resources and a variety of teaching/facilitation styles, behaviour management and organisation followed by a review focussing on the strengths and limitations.
- Planning, organisation and safety issues linked to the delivery of adventurous activities will be discussed.
- An introduction to a range of resources to support the delivery of adventurous activities in schools.

- The contribution of outdoor and adventurous activities to the development of physical literacy.

LEARNING AND TEACHING STRATEGY

Lead lectures will introduce the students to the concepts, principles and practices underpinning a holistic approach to health in education. Practical workshops will introduce students to examples of practical activities that can be delivered at all key stages. Tutorials and seminars will be used to support the application, discussion, and critical evaluation of principles learned. Exemplar case studies will also be used to develop understanding and application of the techniques. The range of teaching and learning activities will provide the context for theory to be linked to practice.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Electronic Poster presentation (1500 word equivalent)

Exemplar

Illustrate the role of 'Adventure Challenge' within Physical Education highlighting important advantages to the models based approach and making contemporary links to societal issues.

Assessment Component 2 – 50%

Practical assessment (50%) (1500 word equivalent)

Exemplar

In small groups, students are to plan and deliver a 1-hour adventurous activity session to a group of primary school children. Students must produce a risk assessment and annotated session plan, which provides brief justification for the decisions made in the planning process. Individual grades will be awarded for the ability of students to implement the plan and deliver a successful adventurous activity session, using appropriate teaching/facilitation styles.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): Holistic approach to Health in education provides students opportunities to learn about a range of approaches to delivery. This has the potential of impacting students personal development and well-being and that of individuals under their guidance in the future.	

READING LIST

Module Code	SHSS4074	
Module Title	Adventure and Challenge in the Curriculum	
Classification	Reading List entry	Electronic *
Essential	Bailey R. and Kirk D. (eds) (2009) <i>The Routledge Physical Education Reader</i> . London: Routledge.	☒
Essential	Cale L. and Harris J. (eds) (2005) <i>Exercise and young people: issues, implications and initiatives</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Capel, S. and Whitehead, M. (2013) <i>Debates in Physical Education</i> . Oxon: Routledge.	☒
Essential	Doherty J and Brennan. (2008) <i>Physical Education and Development 3-11</i> . London: Routledge.	☒
Essential	Green, K. (2008) <i>Understanding Physical Education</i> . London: Sage.	☒
Essential	Harries, J. (2000) <i>Health-Related Exercise in the National Curriculum</i> . Leeds: Human Kinetics.	
Essential	Kirk, D. (2010) <i>Physical Education Futures</i> . Oxon: Routledge.	☒
Further	Armstrong, N. (Ed.) (1992) <i>New Directions in Physical Education Volume 2</i> . Champaign, IL: Human Kinetics.	☒
Further	Association for Physical Education/AfPE (2012) <i>Safe Practice in Physical Education</i> ,. Dudley: AfPE.	☒
Further	Biddle, S. J. H., Fox, K. and Boutcher, S. H. (2003) <i>Physical activity and psychological well-being</i> . London: Routledge.	☒
Further	Biddle, S. J. H., Mutrie, N. and Gorley, T. (2015) <i>Psychology of Physical Activity: Determinants, Well-being and Interventions</i> . Oxon: Routledge.	☒
Further	Cohen, L. & Manion, L. (1986) <i>Research Methods in Education</i> . London: Croom Helm.	☒
Further	Coleman, J. C. (2007) <i>Adolescence and Health</i> . Chichester: Wiley & Sons Davies, B. (2004) <i>Body Knowledge and Control: Studies in the Sociology of Physical Education and Health</i> . London: Routledge	☒

Further	Forshaw, M. (2002) <i>Essential health psychology</i> . London: Oxford University Press.	☒
Further	Friedman, H. S. and Silver, R. S. (2007) <i>Foundations of Health psychology</i> . Oxford: Oxford University Press.	☒
Further	Hardman A. and Stensel D. (2009) <i>Physical Activity and Health. The evidence explained</i> . London: Routledge.	☒
Further	Harries, J. & Elbourn, J. (2002) <i>Warming Up and Cooling Down</i> . Leeds: Human Kinetics.	☒
Further	Hill, J. & Tordoff, J. (1999) <i>Personal, Social and Health Education: Key Stage 2</i> . Evans Bothers.	☒
Further	King, P. (2000) <i>Citizenship and Personal, Social and Health Education Teacher Book</i> . London: Folens.	☒
Further	P.E.S.S. (Wales). (2005) <i>Health Related Exercise Project Material</i> . Cardiff: Sports Council for Wales.	☒
Further	P.E.S.S. (Wales). (2004) <i>In the Zone</i> . Cardiff: Sports Council for Wales.	☒
Further	Welsh Office. (1998) <i>Better Health, Better Wales</i> . Cardiff: HMSO.	☒
Further	Pickup I and Price L. (2007) <i>Teaching Physical Education in the Primary School</i> . London: Continuum.	☒
Further	Welsh Assembly Government (2008) <i>Foundation Phase Framework for Children's Learning</i> . Cardiff: Welsh Assembly Government.	☒
Further	Welsh Assembly Government (2008) <i>Physical Education in the National Curriculum</i> . Cardiff: Welsh Assembly Government.	☒
Further	Windsor, R.A. (2003) <i>Evaluation of Health Promotion, Health Education, and Disease Prevention Programs</i> , London: McGraw Hill.	☒
Further	Whitehead, M. (2010) <i>Physical Literacy throughout the Lifecourse</i> . Oxon: Routledge.	☒
Further	Biddle, S. (Ed.) (1987) <i>Foundations of Health Related Exercise</i> . Leeds: Ling.	☒
Further	Bouchard, C., Shepherd, R. & Stephens, T. (Eds.) (1993) <i>Physical Activity, Fitness and Health; Consensus Statement</i> . Champaign, IL: Human Kinetics.	☒
Further	Harries, J. & Elbourn, J. (1997) <i>Teaching Health-Related Exercise at Key Stages 1 and 2</i> . Leeds: Human Kinetics.	☒
Further	Leon, A. (Ed.) (1997) <i>Physical Activity, Fitness and Cardiovascular Health; A National Consensus</i> . Champaign, IL: Human Kinetics.	☒
Further	Naidoo, J. & Wills, J. (1994) <i>Health Promotion - Foundations for Practice</i> . London: Bailliere Tindall.	☒
Further	Sharkey, B. (1997) <i>Fitness and Health</i> . Champaign, IL: Human Kinetics.	☒
Further	Sparkes, B. (1992) <i>Research in Physical Education and Sport</i> . Lewes: Falmer Press.	☒

	Sports Council and Health Education Authority. (1992) <i>Allied Dunbar National Fitness Survey</i> . London: Sports Council.	
Further	Townsend, P. & Davidson, N. (1982) <i>Inequalities in Health; The Black Report</i> . London: Penguin.	☒
Further	Williams, A. (Ed.) (1989) <i>Issues in Physical Education for the Early Years</i> . London: Falmer Press.	☒
Background	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Ariz:	☒
Background	Holcomb Hathway.	☒
Background	SPARK PE.	☒
Background	Work of McKenzie et al (US).	☒
Journal	European Physical Education Review.	☒
Journal	Physical Educator.	☒
Journal	Physical Education and Sports Pedagogy.	☒
Journal	Physical Education Matters.	☒
Journal	Quest.	☒
Journal	Sport Education and Society.	☒
Journal	Bulletin of Physical Education.	☒
Journal	British Journal of Teaching Physical Education.	☒
Journal	Child Education.	☒
Journal	Early Years: An International Journal of Child Research and Development.	☒
Journal	European Journal of Physical Education.	☒
Website	Association for Physical Education - http://www.afpe.org.uk/	☒
Website	Includes a range of useful resources linked to Physical Education.	☒
Website	British Association of Sport and Exercise Sciences - http://www.bases.org.uk/	☒
Website	ESTYN - http://www.estyn.gov.uk/	☒
Website	Her Majesty's Inspectorate for Education and Training in Wales.	☒
Website	Llywodraeth Cymru/Welsh Government - www.gov.wales	☒
Website	OFSTED - https://www.gov.uk/government/organisations/ofsted	☒
Website	Office for Standards in Education, Children's Services and Skills.	☒
Website	Sport Wales - http://sportwales.org.uk/	☒
Website	SPARK PE - http://www.sparkpe.org/	☒
Website	Research based programmes - Countering childhood obesity since 1989 (US based).	☒
Website	UK Government - https://www.gov.uk/	☒
Website	World Health Organisation - http://www.who.int/en/	☒
website	Youth Sport Trust - http://www.youthsporttrust.org/	☒

MODULE CODE: SHSS4075
TITLE: Aquatic Activities
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X151

AIM(S)

- To understand the fundamentals of teaching swimming and to prepare and qualify students to teach learners of all levels.
- To provide detailed knowledge of aquatic movement necessary for analysing technique providing remedial coaching and developing training programmes.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- use observational skills to analyse stroke technique and make appropriate technical judgements to improve performance;
- exhibit effective communication strategies when delivering practical activities to others, and modify them as necessary;
- develop a progressive swimming scheme for children;

INDICATIVE CONTENT

- Development of lifesaving skills (including lifesaving qualification).
- Health and safety and safe practise issues when working with adults or children in a swimming pool environment.
- Training schedules for personal fitness and stroke development.
- The mechanical principles of swimming and analysis of stroke technique.
- Teaching strategies, short and long term planning and effective communication skills for teaching/coaching swimming.
- Students will apply their knowledge and understanding through practical teaching/coaching experience in individual and group situations.
- Practical experience and knowledge of a range of aquatic activities.
- Acquisition of the 'Swimming Teachers Certificate' qualification.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the theoretical issues underpinning quality Physical Education. Practical workshops will explore these ideas in a practical setting, which will include opportunities to teach children or fellow students.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written assignment (2,000 words).

Exemplar

Describe the stroke mechanics of one of the four main swimming strokes.

Assessment Component 2 – 50%

Swimming and Teaching Logs.

Exemplar

Present and discuss examples from your teaching tasks and observations where pupils have, or have not, learnt intended learning outcomes linked to the Skills Framework.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
	No
If yes please provide brief details (no more than 100 words): Life-long physical activity is promoted through high quality Physical Education experiences, which is explored through this module. Wider social skills (e.g. communication, group work) and promoting positive citizenship are also the focus	

of lesson planning by the students. The assessment includes opportunities for students to teach children and promote motor development and health.

READING LIST

Module Code	SHSS4075	
Module Title	Aquatic Activities	
Classification	Reading List entry	Electronic*
Essential	Austin, G. and Noble, E. (1999) <i>Swimming for Fitness</i> . London: A&C Black.	☒
Essential	Cross, R and Wilson, C. (2004) <i>Swimming and Teaching Coaching Level 2&3</i> ,. Leicestershire: ASA Merchandising.	☒
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical Education in the National Curriculum for Wales</i> . DCELLS: Cardiff.	☒
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b) <i>Skills framework for 3 to 19-year-olds in Wales</i> . DCELLS: Cardiff.	☒
Essential	Dick, F.W. (2007) <i>Sports Training Principles</i> . London: A&C Black.	☒
Essential	Evans, J. (2007) <i>Total Swimming</i> . Champaign IL: Human Kinetics.	☒
Essential	Hines, E. (2008) <i>Fitness Swimming</i> . Champaign IL: Human Kinetics.	☒
Essential	Laughlin, T. and Delves, J. (2004) <i>Total Immersion</i> . London: Simon & Schuster.	☒
Essential	Lucero, B. (2009) <i>Technique Swim Workouts</i> . Aachen: Meyer and Meyer Verlag.	☒
Essential	Lucero, B (2007) <i>The 100 best Swimming Drills</i> . Aachen: Meyer and Meyer Verlag.	☒
Essential	Maglischo, E.W. (2003) <i>Swimming Fastest</i> . Champaign IL: Human Kinetics.	☒
Essential	Noble, J. and Cregeen, A. (2004) <i>Swimming Games and Activities</i> . London: A&C Black.	☒
Essential	YMCA. (1999) <i>Teaching Swimming Fundamentals</i> . Champaign IL: Human Kinetics.	☒
Essential	YMCA. (1999) <i>The Youth and Adult Aquatics Program Manual</i> . Champaign IL: Human Kinetics.	☒
Further	Bailey, R. (Ed.) (2010) <i>Physical Education for Learning – A Guide for Secondary Schools</i> . London: Continuum.	☒
Further	Bailey, R. and Kirk, D. (eds) (2009) <i>The Routledge Physical Education Reader</i> . London: Routledge.	☒
Further	Bailey, R. and Macfadyen, T. (2000) <i>Teaching Physical Education 5-11</i> . London: Continuum.	☒
Further	Capel, S. and Whitehead, M. (3 rd edition 2010) <i>Learning to Teach Physical Education in the Secondary School</i> . Oxon: Routledge.	☒
Further	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Ariz: Holcomb Hathway.	☒
Further	Mosston, M. & Ashworth, S. (2001) <i>Teaching Physical Education</i> . San Francisco: Benjamin Cummings.	☒
Further	Siedentop, D. (1994) <i>Quality PE through sport experiences: Sport Education</i> . Champaign, IL: Human Kinetics.	☒
Further	Stidder, G. and Binney, J. (2012) <i>Innovative Approaches to Teaching and Learning in Physical Education</i> . Oxon: Routledge.	☒

Background	Cale, L. and Harris, J. (2009) <i>Getting the Buggers Fit</i> . New York: Continuum.	☒
Background	Siedentop, D., Hastie, P. A. and Van Der Mars, H. (2011) <i>'Complete Guide to Sport Education Second Edition'</i> . Champaign, IL: Human Kinetics.	☒
Background	Whitehead, M. (2010a) <i>Physical Literacy throughout the Lifecourse</i> . New York: Routledge.	☒
Journals	Physical Education and Sport Pedagogy.	☒
Journals	Quest.	☒
Journals	Sport Education and Society.	☒
Journals	The Physical Educator.	☒
Website	Association for Physical Education - http://www.afpe.org.uk/ Includes a range of useful resources linked to Physical Education.	☒
Website	http://www.spectrumofteachingstyles.org/index.php	☒

MODULE CODE: SHSS4076
TITLE: The Great Outdoors
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X900

AIM(S)

- To explore the emergence and popularity of outdoor education as an approach to learning and teaching.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Evaluate different cultural approaches to outdoor education;
- Identify the potential for outdoor education to promote environmentally sustainable behaviour;
- Identify different values for outdoor education and its potential to contribute to broader awareness of global issues;
- Locate outdoor education within a broader experiential theory of learning.

INDICATIVE CONTENT

- The influence and underpinning philosophical values of pioneer educational theorists such as Dewey, Kolb, Naess and Rogers will form the context for the consideration of the work of a range of influential practitioners including Hahn, Sharp, Baden-Powell, Nansen, Muir and Mortlock.
- Different cultural approaches to outdoor education will be scrutinised in order to identify common interests and unique differences. Attention will be given the UK approach and comparisons made with outdoor and environmental education in Australia, *Project Adventure* in the USA, *Friluftsliv* in Norway and *Bildung* in Germany.
- Outdoor education as a process of experiential learning will be discussed and consideration given to identified personal, social and environmental research outcomes.
- The relationship between outdoor education, adventure education and environmental education will be considered within the context of the National Curriculum in England and Wales. Points of tension over teaching approaches, pupil experiences, curriculum planning and assessment will be

discussed and differences in regional and national curriculum guidance highlighted.

- The outdoors as a shared space and a finite resource will be explored and different values for it explored including educational, recreational, aesthetic, economic and health values.
- The emergence and potential of new perspectives on outdoor education such as 'Critical Outdoor Education', 'The Generative Paradigm', 'Earth Education' and 'Sense of Place' as well as the role of outdoor education in promoting sustainability, citizenship, democracy and global awareness will be discussed.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written essay (2000 words).

Exemplar

Is environmental learning an important outcome of outdoor education?

Assessment Component 2 – 50%

Electronic Poster Presentation (2000 word equivalent).

Exemplar

Present a poster outlining your personal philosophy on outdoor education highlighting theoretical underpinnings and current educational relevance.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The module will explore a range of approaches to outdoor education highlighting the importance of environmental learning and sustainable practice in different western cultures. Links will be made to the potential for outdoor education to link to broader socio-political issues such as climate change, health, democracy and energy consumption.	

READING LIST

Module Code	SHSS4076	
Module Title	The Great Outdoors	
Classification	Reading List entry	Electronic*
Essential	Barnes, P. and Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i> . London: Russell House Pub.	☒
Essential	Beames, S., Higgins, P. and Nicol, R. (2012) <i>Learning Outside the Classroom: theory and guidelines for practice</i> . New York: Routledge.	☒
Essential	Cottrell, S. (2005) <i>Critical Thinking Skills</i> . Hampshire: Palgrave Macmillan.	☒
Essential	Quay, J. and Seaman, J. (2013) <i>John Dewey and Education Outdoors</i> . Rotterdam: Sense Publishers.	☒
Essential	Robertson, M., Lawrence, R. and Heath, G. (2013) <i>Experiencing the Outdoors – Enhancing Strategies for Wellbeing</i> . Rotterdam: Sense Publishers.	☒
Essential	Veevers, N. and Allison, P. (2011) <i>Kurt Hahn: Inspirational, Visionary, Outdoor and Experiential Educator</i> . Rotterdam: Sense Publishers.	☒
Essential	Wattchow, B. and Brown, M. (2011) <i>A Pedagogy of Place: outdoor education for a changing world</i> . Clayton, Vic: Monash Uni Publishers.	☒
Further	Allison, P. (2000) <i>Research From the Ground Up: post expedition adjustment</i> . Ambleside: Brathay Hall Trust.	☒
Further	Beames, S. and Pike, C.J. (2013) <i>Outdoor Adventure and Social Theory</i> . London: Routledge.	☒
Further	Beames, S. (2009) <i>Understanding Educational Expeditions</i> . Edinburgh: Sense Pub.	☒
Further	Berry, M. and Hodgson, C. (2011) <i>Adventure education: an introduction</i> . London: Routledge Pub.	☒
Further	Goudie, A. (2006) <i>The Human Impact on the Natural Environment</i> . U.S.A.: Blackwell Publishing	☒
Further	Kolb, D.A. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> . London: Prentice-Hall.	☒
Further	Louv, R. (2006) <i>Last Child in the Woods – saving our children from nature deficit disorder</i> . Algonquin Books, Chapel Hill, Nth Carolina.	☒
Further	Rickinson, M et al (2004) <i>A Review of Research on Outdoor Learning</i> . London: Dep for Education and Skills.	☒
Further	Humberstone, B., Brown, H., and Richards, K. (2003) <i>Whose journeys? The Outdoors and Adventure as Social</i>	☒

	<i>and Cultural Phenomena</i> . Cumbria: Institute for Outdoor Learning Press.	
Further	Miles, J.C. and Priest, S. (1999) <i>Adventure Programming</i> . State College, PA: Venture Pub.	☒
Further	Mortlock, C. (2009) <i>The Spirit of Adventure</i> . Kendal: Outdoor Integrity Press.	☒
Further	Mortlock, C. (2002) <i>Beyond Adventure</i> . Cumbria: Cicerone Press.	☒
Further	Mortlock, C. (1987) <i>The Adventure Alternative</i> . Cumbria: Cicerone Press.	☒
Further	Ogilvie, K (2013) <i>Roots and Wings: a history of outdoor education and outdoor learning in the UK</i> . Lyme Regis: Russell House Pub.	☒
Further	Palmer, J. (1998) <i>Environmental Education in the 21st Century: theory, practice, progress and promise</i> . London: Routledge.	☒
Further	Roberts, J. W. (2012) <i>Beyond Learning by Doing – theoretical currents in experiential education</i> . London: Routledge.	☒
Further	Schleien, S.J., McAvoy, L.H., Lais, G.J. and Ryndem, J.E. (1993) <i>Integrated Outdoor Education. and Adventure Programs</i> . Champaign, IL: Sagemore Pub.	☒
Further	Sessions, G. (Ed.) (1995) <i>Deep Ecology in the 21st century</i> . London: Shambhala.	☒
Further	Smith, T. and Knapp, C. (2009) <i>Beyond Dewey and Hahn – Foundations for experiential education Vol 1</i> . Racoon Publishing Ltd.	☒
Further	Smith, T. and Knapp, C. (2009) <i>Beyond Dewey and Hahn – Foundations for experiential education Vol 2</i> . Racoon Publishing Ltd.	☒
Further	Van Matre, S. (1990) <i>Earth Education - A New Beginning</i> . West Virginia: Institute for Earth Education.	☒
Further	Waite, S. (2011) <i>Children learning outside the Classroom – from birth to eleven</i> . London: Sage.	☒

MODULE CODE: SHSS4077
TITLE: Making Safety Personal
DATED: 01/06/2015

LEVEL: 4
CREDITS: 30

JACS CODE: X900

AIM(S)

- To ensure that students have the fundamental personal skills and knowledge for safe participation in a range of outdoor activities.
- To introduce experiential learning as an effective means of developing and improving knowledge and understanding of personal safety in a range of potentially hostile environments.
- To introduce environmentally sensitive practices in a range of outdoor activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Refer to a model of experiential learning and use it to evaluate reflectively on personal practical experiences as the basis for developing improved personal practice.
- Demonstrate an awareness of their own physiological needs when preparing for safe participation in a range of outdoor activities.
- Select and use appropriate personal protective and other equipment for a range of outdoor activities.
- Describe a variety of field techniques and select appropriate techniques for the safe conduct of outdoor education experiences in different outdoor environments.
- Be aware of key issues relating to the potential environmental impact of working in different outdoor environments.

INDICATIVE CONTENT

- Two-day first aid course: Hypothermia, bleeding, resuscitation, etc.; including the preparation of first aid kits and other emergency equipment appropriate to the outdoors.

- The physiological needs of the body will be discussed as the basis for developing students' knowledge of clothing systems, rest and diet.
- Practical participation in a range of outdoor activities such as: white water safety, working at height, navigation, hill walking, camping.
- Consideration will be given to the range of environmental hazards that might impact on personal safety whilst learning in different outdoor environments. Particular emphasis will be given to knowledge of national and local weather systems and their effect on specific environments such as mountains, rivers and coasts.
- Discussion of the relative merits of different codes of conduct and how they might be useful in limiting the impact of different outdoor activities in different environments.
- The selection, use, maintenance and inspection of protective and other safety equipment, for example: throw lines, various helmets, climbing harnesses, buoyancy aids.
- Reflective practice will be introduced as a means of further developing personal behaviours, attitudes and understanding.
- Practical "emergency scenarios" will be used to explore appropriate responses in different situations.
- In house certification of student ability and understanding in relation to PPE in personal safety in a range of situations, (e.g., selection and fitting, maintenance, inspection, retiring of PPE).
- Principles of water safety and simple rescue techniques on flat and moving water.

LEARNING AND TEACHING STRATEGY

This module starts with an introductory day focussing on the key concepts, intended outcomes and the assessment tasks. Subsequent sessions will then be field-based with reflective plenary sessions. After each practical session students will submit a reflective journal. This journal will detail plans for preparation for the next session. The sessions will be organised to facilitate progression both in practical skills and understanding of key issues relating to personal safety in a range of activities and environments.

Within this module students will complete a recognised first aid qualification and an in-house water safety certificate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled	110	37%
Independent learning	190	63%
Placement Learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 100%

Exemplar

Weekly journal: with reference to a relevant model of experiential learning, each week students will submit a journal reflecting on their practical experiences highlighting specific points of learning. The journal will also detail the research/reading and other preparation that they have taken or plan to take for the next activity session (e.g., nutrition, weather forecasts, equipment). At least one journal will focus on a relevant environmental issue related to a specified activity or site. (10 x 750 words)

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Engaging with risk, uncertainty and challenge in a purposeful way and seeking solutions to a range of practical problems. Engaging with various natural environments; Considering environmental hazards (e.g., pollution) and variations in weather/ climate; Developing environmentally friendly behaviours (minimum impact) Examining codes of conduct (leave no trace, countryside code, and other local agreements) with regard to other resource users and the overall sustainability of the different activities.	

READING LIST

Module Code	SHSS4077	
Module Title	Making Safety Personal	
Classification	Reading List entry	Electronic*
Essential	Ferrero, F. (2006). <i>White Water Safety and Rescue</i> . Bangor: Pesda Press.	☒

Essential	Kolb, D. (1984) <i>Experiential Learning: Experience as the source of learning and development</i> . London: Prentice-Hall.	☒
Essential	Mortlock, C. (1984) <i>The Adventure Alternative</i> . Cumbria: Cicerone Press.	☒
Essential	Peter, L. (2011) <i>Rock Climbing: essential skills and techniques</i> . Manchester: Mountain Leader Training UK.	☒
Essential	Wills, K. (2013) <i>Outdoor First Aid</i> . Caernarfon: Pesda Press.	☒
Further	Attarian, A. (2012) <i>Risk Management in Outdoor Adventure Programs</i> . Leeds: Human Kinetics.	☒
Further	Barnes, P. (1997) <i>Theory into Practice- The complete Practical Theory of Outdoor Education and Personal Development</i> . Glasgow: University of Strathclyde.	☒
Further	Beard, C. and Wilson, J. (2004) <i>The Power of Experiential Learning</i> . London: Kogan Page.	☒
Further	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> . London: Routledge.	☒
Further	Gill, T. (2007) <i>No fear: growing up in a risk adverse society</i> . London: Calouste Gulbenkian Foundation.	☒
Further	Gill, T. (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> , English Outdoor Council, (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf)	☒
Further	Graver, D. (2004) <i>Aquatic Rescue and Safety</i> . London: Human Kinetics.	☒
Further	McArdle, W.D. (2006) <i>Essential Exercise Physiology</i> . London: Lippichott Williams & Wilkins Pub.	☒
Further	St. John's Ambulance (2010) <i>First Aid Manua</i> . London: Dorking Kindersley Pub.	☒
Journals	Australian Journal of Outdoor Education.	☒
Journals	Journal of Institute of Outdoor Learning, Horizons.	☒
Journals	Journal of Adventure Education and Outdoor Leadership.	☒
Journals	Journal of Experiential Education.	☒
Journals	Journal for Specialists in Group Work.	☒
Websites	British Mountaineering Council.	☒
Websites	Health and Safety Executive.	☒
Websites	Institute of Outdoor Learning.	☒
Websites	Mountain Training.	☒
Websites	Natural Resources Wales.	☒

MODULE CODE: SHSS4078
TITLE: Adventure: A Risk Worth Taking
DATED: 01/06/2015

LEVEL: 4
CREDITS: 30

JACS CODE: X900

AIM(S)

- To enable students to recognise hazards, assess risks and take steps to control those risks.
- To identify the potential benefits to be gained from adventurous outdoor activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Identify and evaluate common hazards and the associated risks potentially encountered in a range of outdoor activities, such as coasteering, mountain biking, hill-walking and climbing;
- Understand the remit and scope of various national governing body awards in a range of activities;
- Be aware of key legislation and how it is practically enacted within the outdoor education sector, e.g., Adventurous Activities Licencing;
- Evaluate the potential benefits of engaging with challenging and adventurous outdoor activities;
- Acknowledge the extent that risk might be effectively mitigated against and the inherent risks in participating in a range of outdoor activities.

INDICATIVE CONTENT

- Important case studies will provide the context for an examination of the legal process surrounding benchmark criminal and civil investigations in outdoor education.
- The role of National Governing Bodies, the Adventure Activities Licensing Scheme, Institute for Outdoor Learning and other organisations will be discussed as providers and regulators of safety in outdoor activities.

- Practical risk assessment scenarios in different outdoor activity environments will provide opportunities to develop the ability to identify and assess risks and the evaluation of different types of risk assessments.
- The use of fieldwork journals as the basis for recording and learning from experience will be discussed.
- Key terminology will be explored and appropriate technical terms relevant to the activities and the risk assessment process will be reinforced throughout the module.
- The concept of “risk education” will be explored with an emphasis on the transferability of effective risk management skills between different activities and different environments.
- There will be a range of discussions focussing on issues such as: subjective and objective risk, emotional and physical risk, likelihood and severity of consequence, immediate and cumulative risk.
- Quantitative and qualitative risk assessments will be compared and evaluated.
- Site specific, activity specific, dynamic and generic risk assessments will be explored and evaluated.
- Practical sessions will offer opportunities to develop personal skills that can be used to counter risk.
- Students will become familiar with the selection, maintenance and inspection of a range of equipment that might provide personal protection and other safety equipment .
- Means of communication both within the activity group and in the event of summoning help will be examined.

LEARNING AND TEACHING STRATEGY

This module starts with an introductory day focussing on the key concepts, intended outcomes and the assessment tasks. Subsequent sessions will then be field-based practical activity sessions with reflective plenary sessions. Prior to each practical session students will complete a risk assessment based on personal experience and appropriate research. After each session students will review their risk assessment and make comments on areas for improvement and changes in personal practice. The sessions will be organised so that students will be able to show progression both in their practical skills and their understanding of key issues relating to risk assessment and control in a range of activities and environments. Weekly practical sessions will be augmented with a range of online workshops, forums and other learning tasks via Moodle.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	110	37
Independent learning	190	63
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 75%

Portfolio of risk assessments and reviews (equivalent to 4,000 words).

Exemplar

Compile a portfolio of the weekly risk assessments that you have completed before going out on practical sessions. These risk assessments should correspond with established NGB guidelines where applicable. You must provide a review of the relative strengths and weaknesses and any amendments that you would make to your risk assessments having undertaken the activity. You must also provide an overall reflective summary of your experiences of producing these risk assessments and an evaluation of how useful they have been.

Assessment Component 2 – 25%

Essay (1,500 words).

Exemplar

With reference to personal experiences and selected literature from the module reading list, discuss the potential benefits of engaging with challenging and adventurous outdoor activities

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
This module purposefully addresses issues relating to complexity, uncertainty and risk. Module actively engages learners with a range of natural environments and natural processes. There is a focus on collective and personal responsibility The concept of wellbeing (as a nexus of people, place and activity) is central to the both the benefits of adventurous activities and the concept of risk management.	

Pedagogy is constructivist (participatory) focuses on critical and creative engagement.

READING LIST

Module Code	SHSS4078	
Module Title	Adventure: A Risk Worth Taking	
Classification	Reading List entry	Electronic*
Essential	Attarian, A. (2012) <i>Risk Management in Outdoor Adventure Programs</i> . Leeds: Human Kinetics.	☒
Essential	Barton, B. (2007) <i>Safety, Risk & Adventure In Outdoor Activities</i> . London: Sage Publications Ltd.	☒
Essential	Dickson, T. J. and Gray, T. L. (2012) <i>Risk Management In The Outdoors, A Whole-Of-Organisation Approach For Education, Sport And Recreation</i> . Port Melbourne: Cambridge University Press.	☒
Essential	Gill, T., (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> Available: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf (accessed 15 May 2015).	☒
Essential	Hodgson, C. and Bailie, M. (2011) 'Risk Management, Philosophy And Practice' in M. Berry and C. Hodgson (Eds) <i>Adventure Education, An Introduction</i> . Oxon: Routledge.	☒
Further	Beames, S., Higgins, P. and Nicol, R. (2012) <i>Learning Outside The Classroom, Theory And Guidelines For Practice</i> . Oxon: Routledge.	☒
Further	Ewert, A. W. and Sibthorp, J. (2014) <i>Outdoor Adventure Education, Foundations, Theory and Research</i> . Leeds: Human Kinetics.	☒
Further	Gill, T. (2007) <i>No fear: growing up in a risk adverse society</i> . London: Calouste Gulbenkian Foundation.	☒
Further	Gregg, C.R. (2007) 'Risk and Safety' in D. Prouty, J. Panicucci, and R. Collinson, (Eds) <i>Adventure Programming in Adventure Education: Theories and Applications</i> . Project Adventure.	☒
Further	Martin, B. and Wagstaff, M. (2012) <i>Controversial Issues In Adventure Programming</i> . Leeds: Human Kinetics.	☒
Further	McNamee, M. (Ed.) (2007) <i>Philosophy, Risk and Adventure Sports</i> . London: Routledge.	☒
Further	Mortlock, C. (1984) <i>The Adventure Alternative</i> . Cumbria: Cicerone Press.	☒
Further	Plummer, R. (2009) <i>Outdoor Recreation An Introduction</i> . Oxon: Routledge.	☒
Background	British Canoe Union (2010) <i>Coaching Handbook</i> , London: BCU Pub.	☒
Background	Ferrero, F. (2006) <i>White Water Safety and Rescue</i> , Bangor: Pesda Press.	☒
Background	Graver, D. (2004) <i>Aquatic Rescue and Safety</i> , London: Human Kinetics.	☒
Background	Haddock, C. (1993) <i>Managing Risks In Outdoor Activities</i> . Wellington: New Zealand Mountain Safety Council Inc.	☒
Background	Long, S. (2003) <i>Hillwalking</i> . Manchester: Mountain Leader Training UK.	☒
Background	McArdle, W.D. (2006) <i>Essential Exercise Physiology</i> . London: Lippichott Williams & Wilkins Pub.	☒

Background	Peter, L. (2011) <i>Rock Climbing: essential skills and techniques</i> . Mountain Leader Training UK.	☒
Background	Wright, J. and Nicol, C. (2005) <i>Scottish Mountain Bike Leader Scheme: Official Training Manual</i> . Scottish Mountain Bike Leader Scheme.	☒
Journals	Horizons	☒
Further	Journal of Adventure Education and Outdoor Learning.	☒
Further	Journal of Experiential Education.	☒
Further	Leisure Studies.	☒
Websites	Adventurous Activities Licensing Scheme Information Logs: http://www.outdoor-learning.org/Default.aspx?tabid=305	☒
Websites	Health and Safety Executive: http://www.hse.gov.uk/aala/aals.htm	☒

MODULE CODE: SHSS4079
TITLE: Facilitating Adventurous Activities
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X900

AIM(S)

- To explore a range of teaching and facilitation styles, and apply them to the delivery of a short-duration adventurous activity experience.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- identify, describe and evaluate the key characteristics of a range of teaching and facilitation styles;
- design and deliver a short-duration adventurous activity session using appropriate teaching/facilitation style(s);
- understand the role of outdoor learning and adventurous activities in the development of children's physical literacy.

INDICATIVE CONTENT

- Mosston & Ashworth's (2008) spectrum of teaching styles and Heron's (1999) three modes of facilitation will be used to outline the range of teaching and facilitation styles that are available, along with the key characteristics of each.
- Practical sessions will involve the modelling of a range of teaching/facilitation styles, followed by a review focussing on the strengths and limitations of each style.
- Planning, organisation and safety issues linked to the delivery of adventurous activities will be discussed.
- An introduction to a range of resources to support the delivery of adventurous activities in schools.
- Practical sessions will include strategies for behaviour management and organisation of group activities.
- The contribution of outdoor and adventurous activities to the development of physical literacy.

LEARNING AND TEACHING STRATEGY

Lead lectures will introduce the students to the concepts, principles and practices underpinning a holistic approach to health in education. Practical workshops will introduce students to examples of practical activities that can be delivered at all key stages. Tutorials and seminars will be used to support the application, discussion, and critical evaluation of principles learned. Exemplar case studies will also be used to develop understanding and application of the techniques. The range of teaching and learning activities will provide the context for theory to be linked to practice.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Assignment - Essay (1500 words)

Exemplar

Evaluate how adventurous activities contribute to the development of children's physical literacy

Assessment Component 2 – 50%

Practical assessment (50%) (1500 word equivalent)

Exemplar

In small groups, students are to plan and deliver a 1-hour adventurous activity session to a group of primary school children. Students must produce a risk assessment and annotated session plan, which provides brief justification for the decisions made in the planning process. Individual grades will be awarded for the ability of students to implement the plan and deliver a successful adventurous activity session, using appropriate teaching/facilitation styles.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Holistic approach to Health in education provides students opportunities to learn about a range of approaches to delivery. This has the potential of impacting students personal development and well-being and that of individuals under their guidance in the future.	

READING LIST

Module Code	SHSS4079	
Module Title	Facilitating Adventurous Activities	
Classification	Reading List entry	Electronic*
Essential	Cale, L. and Harris, J. (eds) (2005) <i>Exercise and young people: issues, implications and initiatives</i> . Basingstoke: Palgrave Macmillan.	☒
Essential	Doherty, J. and Brenan, P. (2008) <i>Physical Education and Development 3-11</i> . London: Routledge.	☒
Essential	Heron, J. (2008) <i>The complete facilitator's handbook</i> . London: Kogan Page.	☒
Essential	Harries, J. (2000) <i>Health-Related Exercise in the National Curriculum</i> . Leeds: Human Kinetics.	☒
Essential	Kirk, D. (2010) <i>Physical Education Futures</i> . Oxon: Routledge.	☒
Essential	Mosston, M. and Ashworth, S. (2001) <i>Teaching physical education</i> . London: Pearson.	
Further	Armstrong, N. (ed.) (1992) <i>New Directions in Physical Education Volume 2</i> . Champaign, IL: Human Kinetics.	☒
Further	Association for Physical Education/AfPE (2012) <i>Safe Practice in Physical Education</i> . Dudley: AfPE.	☒
Further	Biddle, S. (ed.) (1987) <i>Foundations of Health Related Exercise</i> . Leeds: Ling.	☒
Further	Biddle, S. J. H., Fox, K. and Boutcher, S. H. (2003) <i>Physical activity and psychological well-being</i> . London: Routledge.	☒
Further	Biddle, S. J. H., Mutrie, N. and Gorley, T. (2015) <i>Psychology of Physical Activity: Determinants, Well-being and Interventions</i> . Oxon: Routledge	☒
Further	Capel, S. and Whitehead, M. (2013) <i>Debates in Physical Education</i> . Oxon: Routledge.	☒
Further	Coleman, J. C. (2007) <i>Adolescence and Health</i> . Chichester: Wiley & Sons.	☒
Further	Davies, B. (2004) <i>Body Knowledge and Control: Studies in the Sociology of Physical Education and Health</i> . London: Routledge.	☒
Further	Hardman, A. and Stensel, D. (2009) <i>Physical Activity and Health - the evidence explained</i> . London: Routledge.	☒
Further	King, P. (2000) <i>Citizenship and Personal, Social and Health Education Teacher Book</i> . London: Folens. Welsh Assembly Government. (2008) <i>Foundation Phase Framework for Children's Learning</i> Cardiff: Welsh Assembly Government.	☒
Further	Welsh Assembly Government. (2008) <i>Physical Education in the National Curriculum</i> , Cardiff: Welsh Assembly Government.	☒

Further	Whitehead, M. (2010) <i>Physical Literacy throughout the Lifecourse</i> . Oxon: Routledge.	☒
Background	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Ariz: Holcomb Hathway.	☒
Background	P.E.S.S (2005) <i>Health Related Exercise Project Material</i> , Cardiff: Sports Council for Wales.	☒
Journals	Physical Education and Sports Pedagogy.	☒
Journals	Physical Education Matters.	☒
Journals	Quest	☒
Journals	Sport Education and Society	☒
Websites	Association for Physical Education - http://www.afpe.org.uk/ Includes a range of useful resources linked to Physical Education	☒
Websites	ESTYN - http://www.estyn.gov.uk/	☒
Website	Her Majesty's Inspectorate for Education and Training in Wales <i>Llywodraeth Cymru/Welsh Government</i> – www.gov.wales	☒
Website	OFSTED - https://www.gov.uk/government/organisations/ofsted	☒
Website	Office for Standards in Education, Children's Services and Skills	☒
Website	Sport Wales - http://sportwales.org.uk/	☒
Website	SPARK PE - http://www.sparkpe.org/	☒
Website	Research based programmes - Countering childhood obesity since 1989 (US based)	☒
Website	World Health Organisation - http://www.who.int/en/	☒
Website	Youth Sport Trust - http://www.youthsporttrust.org/	☒

MODULE CODE: SHSS4081
TITLE: Creativity in Movement
DATED: 01/06/2015

LEVEL: 4
CREDITS: 20

JACS CODE: X151

AIM(S)

- To develop the analytical skills required to improve the quality of actions in a range of creative activities especially, gymnastics and dance.
- To analyse and explore the teaching strategies and methods to encourage pupils to be inventive and creative in their response to tasks.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- show an understanding of the role and place of creative activities within the National Curriculum for Physical Education;
- develop compositional skills and techniques by creating routines individually, in pairs and in groups;
- demonstrate competence in performance and choreography within a range of creative situations;
- analyse and evaluate the effectiveness of different approaches to the teaching of creative activities.

INDICATIVE CONTENT

- Throughout the course the module students will be required to observe others and apply principles, rules and criteria for evaluating and improving performance through a range of different creative activities.
- The use and application of various technologies will allow students to observe and analyse their own movements and those of others as a tool to enhance and improve Assessment for (and of) Learning.
- Principles of training for strength and flexibility will be studied and practical work in creative and aesthetic movement will be integral to the course.
- Students will work as individuals, pairs and in small groups to create sequences in both gymnastics and dance using space, equipment and relevant dynamic changes.

- An exploration of the varied approaches to creative activities involved in examinations: e.g. GCSE, AS/A levels and BTEC.
- Throughout the course the focus will be on the refinement of pedagogical skills and the support materials produced through initiatives such as PESS dance and gymnastics.
- Students will identify and consider how they might incorporate these ideas and approaches into existing practice.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of Creative Activities within the National Curriculum. Tutorials, seminars and workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will be used to develop understanding and field visits to local schools will be used to provide students with a “real world” setting to frame their learning.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	50
Independent learning	40	20
Placement learning	60	30
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Practical teaching experience of creative activities to include the planning, development and delivery of a series of lessons to local school children.

Assessment Component 2 – 50%

Personal performance – to develop and perform an original routine of gymnastics and/or dance which demonstrates understanding of the principles and techniques underpinning aesthetic activities.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
	No
If yes please provide brief details (no more than 100 words):	
Through developing and sustaining links with local schools and community groups.	

READING LIST

Module Code	SHSS4081	
Module Title	Creativity in Movement	
Classification	Reading List entry	Electronic*
Essential	AfPE (2008) <i>Safe Practice in Physical Education and School Sport</i> . Leeds: Coachwise.	☒
Essential	Bailey, R. and Macfadyen, T. (2000) <i>Teaching Physical Education 5-11</i> . London: Continuum	☒
Essential	Capel, S. and Piotrowski, S. (2000) <i>Issues in Physical Education</i> . London: Routledge Falmer.	☒
Essential	Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical Education in the National Curriculum for Wales</i> , Cardiff: DCELLS:	☒
Essential	Sports Council for Wales <i>PESS Gymnastics</i> CD ROM (2005), Cardiff: SCW.	☒
Essential	Sports Council for Wales <i>PESS Dance</i> CD ROM (2005), Cardiff: SCW.	
Essential	Welsh Assembly Government (2009) <i>Physical Education: Guidance for key Stages 2 and 3</i> Cardiff: Welsh Assembly Government.	☒
Further	George, G. (2008) <i>Teaching children physical education: becoming a master teacher</i> . Champaign IL: Human Kinetics.	☒
Further	Capel, S. and Whitehead, M. (2013) <i>Debates in Physical Education</i> . Oxon: Routledge.	☒
Further	Sabin, V. (2004) <i>Link Units for Gymnastics, Games and Dance Key Stage 2-3 Transition</i> . London: V. Sabin Publications.	☒
Background	Metzler, M, W. (2011) <i>Instructional models in Physical Education</i> . 3 rd edn. Scotsdale Ariz: Holcomb Hathway.	☒
Journals	The Physical Educator.	☒
Journals	Association for Physical Education (2014); <i>New National Curriculum</i> .	☒
Journals	Dance Matters.	☒
Journals	Physical Education Matters.	☒
Website	Association for Physical Education - http://www.afpe.org.uk/	☒
Website	Includes a range of useful resources linked to Physical Education.	☒
Website	ESTYN - http://www.estyn.gov.uk/	☒
Website	Her Majesty's Inspectorate for Education and Training in Wales.	☒
Website	Llywodraeth Cymru/Welsh Government – www.gov.wales , www.dancenetwork.org .	☒

MODULE CODE: SHSS4084
TITLE: Kinesiology
DATED: 16/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: C600

AIM(S)

- To develop an understanding of the structure, functions and control mechanisms of the musculo-skeletal systems in order to accurately describe the actions and mechanics involved in movement.

LEARNING OUTCOMES

By the end of this module students should be able to:

- describe the main structures of the muscular and skeletal systems;
- identify the role of connective tissues within the body;
- record and analyse simple actions;

INDICTATIVE CONTENT

- Formation, structure and functions of the different types of bone, cartilage, ligaments and tendons
- Movement terminology.
- Major processes and articular surfaces of bones.
- Anatomical terminology.
- Major muscle groups and their actions.
- Origin and insertion of the major muscles concerned with movement.
- Identification of major ligaments concerned with stabilising joints
- Analysis of simple sporting movements using appropriate video techniques.
- Analysis of data recorded by the application of mechanical principles such as levers, moments, angular and linear displacement, velocity and acceleration.
- Calculation of simple forces acting on the musculo-skeletal system at rest and during physical activities.

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outlined within the module content. Practical sessions will develop the skills required to apply knowledge to real situations and context. Tutorials will provide an opportunity to discuss ideas relating to the development, implementation and management of exercise schedules.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100

ASSESSMENT

Coursework

50%

One assignment – 1500 words

Exemplar Assignment

“Conduct a movement analysis on an action in a sport of your choice, which occurs pre-dominantly in two dimensions. Provide recommendations to the athlete in order for them to improve their performance.”

Written Examination

One Test (1½ hour) multiple choice assessment

50%

Exemplar question

Which best describes abduction

- E. A movement towards the midline of the body
- F. A movement away from the midline of the body
- G. A movement which decreases the joint angle
- H. A movement which increases the joint angle

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	No
If yes please provide brief details (no more than 100 words):	

READING LIST

Module Code	SHSS4084	
Module Title	Kinesiology	
Classification	Reading List entry	Electronic*
Essential	Hoffman, S. (2009) <i>Introduction to Kinesiology</i> . 3 rd edn. Champaign, Ill. Human Kinetics.	☒

Essential	Palastanga, N. and Soames, R.W. (2012) <i>Anatomy and human movement: structure and function</i> . 6 th edn. London: Churchill Livingston.	☒
Essential	Watkins, J. (2010) <i>Structure and Function of the Musculoskeletal System</i> . 2 nd edn. Champaign, Ill: Human Kinetics	☒
Further	Behnke, R. (2008) <i>Kinetic Anatomy</i> . 2 nd edn. Champaign, Ill: Human Kinetics.	☒
Further	Bruce, T.A. (2009) <i>Applied Anatomy and Biomechanics in Sport</i> . 2 nd edn. Champaign, Ill Human Kinetics.	☒
Further	Hoffman and Janet C. Harris. <i>Introduction to kinesiology : studying physical activity</i> . Champaign, Ill. Human Kinetics, 2000.	☒
Further	Hay, J. <i>The Biomechanics of Sports Technique(4th Ed)</i> , Englewood Cliffs, N.J. : Prentice Hall, (Latest Edition).	☒
Further	Tortora, G. J. & Grabowski, S.R. <i>Principles of Anatomy and Physiology</i> ,. New York ; Chichester: Wiley, (Latest Edition).	☒
Further	Tucker, L. & Foulson, J. (2015) <i>An introductory guide to anatomy and physiology</i> , 5 th ed. EMS London:Publishing.	☒
Further	Strength and Conditioning Journal	☒
Further	Journal of Sport Science	☒
Further	Medicine and Science in Sport and Exercise	☒
Further	Journal of Physical Activity and Health	☒
Further	British Journal of Sports Medicine	☒
Further	British Medical Journal	☒
Further	Journal of Sport and Exercise Psychology	☒

MODULE CODE: SHSS4085
TITLE: Human Physiology and Fitness
DATED: 16/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: C600

AIM(S)

- To develop an understanding of the structures and functions of the major systems within the human body.
- To develop the techniques used to measure the physical and physiological changes that occur within the body as a result of physical activity.
- To develop an understanding of the physical and physiological changes that might occur within the human body throughout maturation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- describe the main organs and their functions within the body;
- describe the process and changes that occur during maturation;
- assess and interpret health and fitness assessment information.

INDICATIVE CONTENT

- Outline the nature of homeostasis.
- The processes involved in the development of a foetus.
- The physical and physiological processes during maturation.
- The physical and physiological changes that occur within the elderly.
- Theoretical and diagrammatic description of the structure and functions cardiovascular (including blood), muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive and excretory systems.
- The anaerobic and aerobic processes involved in synthesis of adenosine triphosphate, glycolysis, kreb's cycle, electron transfer, beta oxidation.
- The effect of short-term exercise on the cardiovascular, respiratory and muscular systems.
- The adaptive process associated with overload and regression on the cardiovascular, respiratory, skeletal and muscular systems.
- The use of measurement techniques to determine against 'norm' data the functional capacities of the muscular, cardiovascular, respiratory, integumentary and nervous systems.
- Health and safety during physiological assessments include the use of, but not limited to PARQ, interview and hygiene.

LEARNING AND TEACHING STRATEGY

Lectures will provide the main strategy in developing theoretical understanding, as outlined within the module content. Practical sessions will develop the skills required to apply knowledge to real situations and context. Tutorials will provide an

opportunity to discuss ideas relating to the development, implementation and management of exercise schedules.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	123	61
Placement learning	32	16
TOTAL	200	100%

ASSESSMENT

Coursework **100%**

One assignment – 1500 words 50%

Exemplar Assignment

Using evidence collected from experimental research describe the physiological changes to the cardiovascular and respiratory systems that occur as a result of light and hard physical activity.

Written Examination **50%**

One Test - multiple choice assessment (1½ hour)

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Students will develop key knowledge and skills that will reinforce future sustainable practice promoting health and wellbeing.	

READING LIST

Module Code	SHSS4085	
Module Title	Human Physiology and Fitness	
Classification	Reading List entry	Electronic*
Essential	Heyward, V. (2010) <i>Advanced Fitness Assessment and Exercise Prescription</i> . 6 th edn. Champaign IL: Human Kinetics.	☒
Essential	Hoffman, J. (2006) <i>Norms for Fitness Performance and Health</i> . Champaign IL: Human Kinetics.	☒

Essential	Seeley, R.R., Stephens, T.D. and Tate, P. (2007) <i>Anatomy and Physiology</i> . New York: McGraw-Hill.	☒
Essential	Tortora, G. and Derrickson, B.H. (2009) <i>Principles of Anatomy and Physiology</i> . 2 nd edn. York: Wiley & Sons.	☒
Further	Ehrman, J., Gordon, P., Visich, P. & Keteyian. S. (2009) <i>Clinical Exercise Physiology</i> , Champaign IL: Human Kinetics.	☒
Further	McArdle, W., Katch, F., & Katch, V. (2009) <i>Essentials of Exercise Physiology</i> . 7th edn. Philadelphia: Lea & Febiger.	☒
Further	Maud, P. & Foster, C. (2006) <i>Physiological Assessment of Human Fitness</i> . 2nd edn. Champaign IL: Human Kinetics.	☒
Further	Palastanga, N. and Soames, R.W. (2012) <i>Anatomy and human movement: structure and function</i> . 6 th edn. London: Churchill Livingstone.	☒
Further	British Journal of Sports Medicine	☒
Further	British Medical Journal	☒
Further	Journal of Physical Activity and Health	☒
Further	Journal of Sport and Exercise Psychology	☒
Further	Journal of Sport Science	☒
Further	Medicine and Science in Sport and Exercise	☒
Further	Strength and Conditioning Journal	☒

MODULE CODE: SHSS4086
TITLE: Introduction to Sport and Exercise Psychology
DATED: 16/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: C600

AIM(S)

- To introduce key concepts within sport psychology, and develop an understanding of their links with behaviour and sporting performance.
- To introduce key theories within exercise psychology, and develop an understanding of practical application of methods for improving exercise participation and adherence.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- describe a range of prominent theories from sport and exercise psychology, and outline the psychological benefits of sport, exercise and physical activity.
- describe the impact of psychological factors upon sports performance, and outline psychological skills to improve sports performance.
- outline key concepts associated with the learning and acquisition of skills.
- explain the determinants for, and barriers preventing adherence to exercise.

INDICATIVE CONTENT

- Prominent topics from sport and exercise psychology, to include: introduction to stress and anxiety, self-confidence, motivation, and youth sport.
- Introduction to psychological skills: goal setting, imagery, relaxation, and self-talk.
- The stages of learning and use of feedback for skill learning.
- Psychological benefits of physical activity and exercise: links with wellbeing stress, anxiety, and depression.
- Determinants of exercise, barriers preventing participation, and adherence in physical activity and exercise.
- Introduction to physical activity promotion strategies designed to improve exercise participation and adherence to exercise.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	23
Independent learning	155	77
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework (1500 words).

Essay – Using relevant literature to support your answer, discuss the current recommended exercise guidelines. Identify three approaches or strategies that could be used to increase participation and adherence to regular exercise.

Assessment Component 2 – 50%

Coursework (1500 words).

Report – Using an appropriate method, identify the motives for taking part in sport for two different groups of performers (e.g., team and individual sports). Students will gather data as a group, and then use the group data individually to complete the report.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The module introduces students to the benefits of participation in sport and exercise at a recreational or competitive level, and how this can link to health and psychological wellbeing. The wider social skills of communication and group work are also a focus of the module. Students will discuss essential skill and strategies to encourage initiation and adherence to regular exercise and physical activity, which they can apply to themselves, family members and friends. Wider social	

skills (e.g. communication, group work) and promoting positive citizenship are also a focus of the module.

READING LIST

Module Code	SHSS4086	
Module Title	Introduction to Sport and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Buckworth, J., Dishman, R.K., O'Connor, P.J., & Tomporowski, P.D. (2013) <i>Exercise psychology</i> . 10 th edn. Champaign IL: Human Kinetics.	☒
Essential	Cox, R.H. (2011) <i>Sport psychology: concepts and applications</i> . 7 th edn. Maidenhead: Mc Graw Hill.	☒
Essential	Magill, R.A., & Anderson D. (2013) <i>Motor learning and control: concepts and applications</i> . 10 th edn. Maidenhead: Mc Graw Hill.	☒
Essential	Weinberg, R. and Gould, D. (2014) <i>Foundations of sport & exercise psychology</i> . 6 th edn. Champaign IL: Human Kinetics.	☒
Essential	Eklund, R.C. and Tenenbaum, G. (eds.) (2014) <i>Encyclopedia of sport and exercise</i> . London: Sage.	☒
Essential	Hanrahan, S. and Andersen, M. (2015) <i>Doing exercise psychology</i> . Champaign IL: Human Kinetics.	☒
Essential	Moran, A.P. (2012) <i>Sport and exercise psychology: a critical introduction</i> . 2 nd edn. London: Routledge.	☒
Essential	Schmidt, R.A., & Wrisberg, C.A. (2011) <i>Motor learning and performance: A problem-based learning approach</i> . 5 th edn. Champaign, IL: Human Kinetics	☒
Further	Thatcher, J., Day, M., and Rahman, R. (2011) <i>Sport and exercise psychology</i> . Exeter: Learning Matters	☒
Further	Journal of Applied Sport Psychology	☒
Further	Journal of Sport and Exercise Psychology	☒
Further	Journal of Sports Sciences	☒
Further	Medicine and Science in Sport and Exercise	☒
Further	The Sport Psychologist	☒