1. **Title of the module**

SPOR5230 (SS523) Exercise Prescription, Referral and Rehabilitation

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc (Hons) Sport and Exercise Science

BA (Hons) Sport and Exercise Management

BSc (Hons) Sport and Exercise for Health

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Critically discuss the role of exercise/physical activity for different clinical population groups.
3. Explain appropriate adaptation/modification of exercise/physical activity for different clinical population groups.
4. Recommend/prescribe appropriate exercise/physical activity plans for different clinical population groups
5. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
6. Communication, presentation, numeracy & C & IT skills - via the use of student-lead practicals and presentations on a variety of subject specific material with both individual and group settings used and via analysing data collected when carrying out physiological tests and through the use of appropriate information technology to analyse fitness test results and prescribe appropriate exercise/physical activity recommendations.
7. Interactive group skills – evidenced through conducting the physiological tests, working with other students on presentations or problem solving tasks, working with clients and School technicians.
8. Problem solving skills – achieved through the analysis of data collected from physiological tests, case studies and prescription of exercise/physical activity.
9. Ability to self-appraise and reflect on practice achieved through evaluation of exercise prescription & interpretation of physiological data.
10. Ability to plan and manage learning - through completing the self-directed study necessary to successfully complete the required assignments and tasks set during this module.
11. **A synopsis of the curriculum**

Exercise prescription for the asymptomatic older adult

Physical activity and cardiovascular diseases

Physical activity and metabolic diseases

Physical activity and neurological impairment

Physical activity and orthopedic diseases

Physical activity and pulmonary diseases

Exercise in clinical rehabilitation settings

Exercise psychology

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

ACSM (2009) *ACSM’s Guidelines for Exercise Testing and Prescription.* 8th Ed. Maryland: Lippincott Williams & Wilkins.

ACSM (2010) *ACSM’s Resource Manual for Guidelines for Exercise Testing and Prescription.* 6th Ed. Maryland: Lippincott Williams &Wilkins.

Skinner, J.S. (Ed.) (2005) *Exercise Testing and Exercise Prescription for Special Cases: Theoretical Basis & Clinical Application* 3rd Ed. Baltimore: Lippincott Williams & Wilkins.

Woolf-May, K. (2006) *Exercise Prescription: Physiological Foundations. A Guide for Health, Sport and Exercise Professionals.* London: Churchill Livingstone Elsevier

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Written assignment - 3000 words – 60%

Examination – 2 hours – 40%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  | **✓** | **✓** | **✓** | **✓** |  |
|  *lecture* | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |  |
|  *seminar* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |
| *Workshop / laboratory* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Coursework* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| *Examination* | **✓** | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
|  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Evidence of internationalisation in curriculum material is reflected in compliance with agencies from North America (e.g. ACSM, AHA), Europe (e.g. ECS) and Britain (BCS, BACPR) involved in prescribing exercise as medicine/rehabilitation to clinical population groups.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|   |   |   |   |   |
|  |  |  |  |  |

Revised FSO Feb 2018