1. **Title of the module**

SPOR5270 (SS527) Exercise for Special Populations

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 5

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

None

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

Optional module only

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Evaluate the role of exercise / physical activity for special population groups.
3. Explain appropriate adaptation of exercise / physical activity for special population groups.
4. Recommend appropriate exercise / physical activity for special population groups.
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Demonstrate problem solving: through critical analysis and evaluation
7. Plan and manage learning: through planning and completing self-directed learning
8. Transfer learning: through evaluation of case studies and other literature.
9. **A synopsis of the curriculum**

The topic areas covered in this module build upon the knowledge gained in SPOR3480 Introduction to Fitness Testing & SPOR5700 Fitness Training Methods, which covers the fundamental aspects of exercise testing and prescription. Special populations are those groups of individuals that may need some adaptation or modification to an exercise prescription or programme, to take into consideration a limitation, whether that be physiological, biological or psychosocial. The emphasis is on promoting health, fitness and safety in exercise, as well as some consideration being given to performance environments.

A synopsis of indicative topics included in this module are:

- Exercise, physical activity and health

- Fitness assessment issues related to special population groups

- Children and physical activity

- Females and exercise issues

- Exercise considerations for a sedentary population

- Exercise and the older adult

- Special exercise considerations and adaptations for special populations

- Risks and benefits of exercise for special populations

- Psychosocial issues & strategies for exercise/physical activity adherence

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

ACSM (2018) ACSM’s Guidelines for Exercise Testing and Prescription. 10th Ed. Maryland: Lippincott Williams & Wilkins.

ACSM (2014) ACSM’s Health-Related Physical Fitness Assessment Manual. 4th Ed. Baltimore: Lippincott Williams & Wilkins.

ACSM (2014) ACSM’s Resource Manual for Guidelines for Exercise Testing and Prescription. 7th Ed. Maryland: Lippincott Williams & Wilkins.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 130

Total study hours: 150

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

Examination – 2 hours (100%)

At least one formative feedback opportunity will be provided in this module that will directly support the specified summative assessment. Please see the module guide for further information.

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |
| *workshops* |  |  |  |  |  |  |
| *seminars* | **X** | **X** | **X** | **X** | **X** | **X** |
| *lectures* | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| *Examination* | **X** | **X** | **X** | **X** | **X** | **X** |

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 with reference to consideration, and where appropriate compliance, with World Health Organisation (WHO), agencies from North America (e.g. ACSM) and the UK (e.g. Department of Health), who are involved in prescribing exercise for health, exercise as medicine/rehabilitation, for various 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