1. **Title of the module**

SPOR5670 (SS567) Sport and Exercise Promotion

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**

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**

BA (Hons) Sport and Exercise Management

BSc (Hons) Sports Science

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. understand the principles underpinning sport and exercise promotion
	2. describe and analyse data on the health and activity status of different population groups
	3. describe the strategies and methods for promoting sport and exercise participation
	4. evaluate the evidence and rationale supporting sport/exercise guidelines and interventions
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Communication and presentation skills - via the use of student lead practical sessions and presentations on a variety of subject specific material with both individual and group settings used.
	2. Numeracy and Information Technology – evidenced via the preparation for presentations (including importing of graphics, word processing, internet searches)
	3. Interactive group skills – evidenced through conducting student lead presentations and tasks as well as through undertaking group practical sessions.
	4. Problem solving – achieved through the preparation and planning of the sport and exercise promotion event.
	5. Ability to self-appraise and reflect on practice – evidenced within the evaluation section of the reflective nature of the coursework assignment.
	6. Ability to plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.
3. **A synopsis of the curriculum**

The module starts by considering the multi-dimensional nature of health to broaden student’s understanding of the many factors – individual or environmental - that could contribute to personal experience of health & what that means to different members of the population. Key aspects of sport and exercise promotion are considered, culminating in students completing a sport or exercise promotion event of their own. Whilst there is an emphasis on theoretical issues in the module, students are encouraged to apply these principles to the various aspects of sport and exercise promotion practice.

* Introduction – What is health, sport and exercise?
* Determinants of health, sport and exercise
* Concepts and theories of health & health promotion
* Health promoters & their roles
* Sport development agencies and their roles
* Guidelines for agencies involved in developmental work
* Identifying population needs in relation to health & Sport needs
* Motivation & behaviour change
* The health and physical activity status of different population groups
* Understanding and interpreting epidemiological research
* Strategies for promoting sport and exercise participation amongst the population
* Exercise guidelines for different population groups and the associated evidence, rationale, issues and implications
* Sport and Exercise campaigns and the marketing of physical activity to different population groups, the influence of physical and social environments on engagement
* Planning & evaluating a health, sport or exercise promotion activity
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

ACSM (2010) ACSM’s Guidelines for Exercise Testing and Prescription, 8th ed. Maryland: Lippincott Williams & Wilkins.

ACSM (2008) ACSM’s Health-Related Physical Fitness Assessment Manual, 2nd ed. Baltimore: Lippincott Williams & Wilkins.

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

Biddle, S.J.H. & Mutrie, N. (2006) Psychology of Physical Activity: Determinants, Well-Being and Interventions. 2nd ed. London: Routledge.

Heyward, V.H. (2006) Advanced Fitness Assessment and Exercise Prescription. 5th ed. Illinois: Human Kinetics.

Howley, E.T. & Franks, B.D. (2003) Health Fitness Instructor’s Handbook. 4th ed. Champaign, Illinois: Human Kinetics.

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 258

Total study hours: 300

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

Evaluation – 50%-2000 words

Presentation – 30%-12 min Power Point Presentation

Event – 20%

12.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** |
| *Tutorials* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Evaluation* | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| *Presentation* | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| *Event* | **x** | **x** | **x** | **x** | **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**

The module is delivered by staff with international professional experience and international event industry expertise. The module draws on internationally recognised research and theories on sport and exercise promotion. The students are invited to make use of international theories, methods and processes in engaging various population groups, in reinforcing motivation and behaviour change to exercise, and in promoting the benefits of sport, exercise and physical activity. The reading list comprises of internationally focused materials such as such as Biddle and Murtie (2006).

**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.**

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

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Revised FSO Feb 2018