1. **Title of the module**

SPOR5700 (SS570) Fitness Training Methods

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**

BSc (Hons) Sport and Exercise Science,

BSc (Hons) Sport and Exercise for Health,

BSc (Hons) Sports Therapy and Rehabilitation

BA (Hons) Sport and Exercise Management

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Apply knowledge and understanding of the different components of physical fitness and their contribution to health and athletic performance.
3. Demonstrate theoretical knowledge and application of training programme and training methodology design, evaluation and implementation
4. Administer and evaluate an exercise training programme
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Apply knowledge to the solution of familiar and unfamiliar problems.
7. Demonstrate communication, presentation, numeracy and C & IT skills.
8. Demonstrate interactive group skills.
9. Demonstrate problem solving skills.
10. Demonstrate the ability to self-appraise and reflect on practice.
11. Demonstrate the ability to plan and manage learning
12. **A synopsis of the curriculum**

This module will provide students with a grounding in training theory and application, specifically looking at programme design and implementation in health and athletic performance. It includes: Principles of sport and exercise training; Training methodology; Programme design and organisation; Adaptations to training.

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 Edition. Philadelphia: Lippincott Williams & Wilkins.

ACSM. (2007). Resources for the Personal Trainer. 2nd Edition. Philadelphia: Lippincott Williams & Wilkins.

Bompa, T.O. (2009). Periodization: Theory and Methodology of Training. 5th Edition. Champaign, Illinois: Human Kinetics.

Dick, F.W. (2007). Sports Training Principles. 5th Edition. London: A & C Black.

Foran, B. (2001). High Performance Sports Conditioning. Champaign Illinois: Human Kinetics.

Hoffman, J. (2002). Physiological Aspects of Sports Training and Performance. Champaign, Illinois: Human Kinetics.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Group practical assessment and individual questioning (20 minutes) – 50%

Examination – 50% (2 hours)

13.2 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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lecture* | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| *practical* |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Practical* |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *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**

The module has been designed with reference to international recommendations in fitness training, such as those established by the American College of Sports Medicine.

**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) |
| 07/06/17 | Major | September 2017 | 13 | No |
|  |  |  |  |  |

Revised FSO Feb 2018