1. **Title of the module**

SPOR3480 (SS348) Introduction to Fitness Testing

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 4

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 and/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. Demonstrate knowledge and understanding of the different components of basic physical fitness and their contribution to health and athletic performance.
3. Administer a fitness assessment
4. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
5. Communication and presentation skills - via the use of student lead presentations and practical work, and working in groups on a variety of material.
6. Information technology and numeracy - through the preparation for presentations (including importing of graphics, word processing, internet searches) and working with software packages and evidenced via using formulae to calculate appropriate exercise prescription, conducting and interpreting fitness test results & relating data to human physiological function.
7. Interactive group skills – evidenced through conducting student lead presentations and tasks.
8. Problem solving – achieved through the identification, adaptation and correct implementation of exercise prescription.
9. 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.
10. **A synopsis of the curriculum**

This module looks at the systematic processes involved in testing fitness. Consideration is given to the evaluation of fitness in both the field and in the laboratory. A range of fitness tests for a variety of parameters of fitness are covered. Students are taught to consider the reliability and validity of the tests as well as the specificity of the test to the population they are working with.

A synopsis of topics included in this module are:

- Health screening

- Fitness assessment & evaluation

- Principles of sport & exercise 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 & Prescription*. 8th ed. Philadelphia: Lippincott Williams & Wilkins.

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

Dick, F.W. (2007). *Sports Training Principles*. 5th ed. 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.

Winter, E. M., Jones, A. M., Davison, R. C. R., Bromley, P. D. & Mercer, T. H. (2008). *Sport and exercise physiology testing guidelines. volume one: Sport testing*. Oxford: Routledge.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Laboratory report (2,000 words) – 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| *Private Study* | **x** |  |  | **x** |  | **x** | **x** |
| *Lecture* | **x** |  |  |  |  | **x** |  |
| *Practical* | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| *Practical Exam* | **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**

Medway

1. **Internationalisation**

The learning material delivered throughout this module is derived from an international health and fitness base, so that similar principles are taught on similar exercise physiology/fitness courses around the world. Where relevant, sporting examples are drawn from international athletes to showcase academic points. The practical exam requires students to demonstrate and answer questions on a fitness test, which would be similar fitness tests administered on a variety of clients around the world. In practical sessions, students are taught how to perform a variety of exercise tests and methods of analysis, which would be recognised as fundamental tests of human health and performance internationally.

**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) |
|   |   |   |   |   |
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Revised FSO Feb 2018