MODULE SPECIFICATION

Module Code:	SPT621

Module Title:	Physical Activity for Specialist Populations

Level:	6	**Credit Value:**	**20**

Cost Centre(s):	GASP	JACS3 **code**:	C600

School:	Social & Life Sciences	**Module Leader:**	Dr Liz Mahon

Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Sport, Health and Performance Science	✓	☐
Stand Alone Module		✓

Pre-requisites
Physical Activity and Health

Office use only
Initial approval: 13/08/2018 Version no: 1
With effect from: 03/09/2020
Date and details of revision: Version no: 1

Module Aims

To attain a high-level understanding of the role of physical activity for health preservation and disease prevention in specialist population groups and to experience presenting evidence-based theory to a wide audience.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically evaluate the mechanisms between participation in physical activity, health and disease.	KS1	
		KS5	
2	Critically examine the epidemiological evidence that links physical activity and health/disease	KS1	
		KS5	
		KS6	
3	Critically examine the strategic context and settings for maximising participation and to improve health in specific populations	KS1	KS7
		KS5	
		KS6	
4	Communicate a public understanding of a scientific topic	KS1	
		KS3	
		KS4	
		KS6	
		KS2	

Transferable skills and other attributes

Working independently, developing communication skills, critical analysis and evaluation

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment 1: Coursework – Blog post create a blog post suitable for a lay audience examining a strategy/initiative targeted at increasing physical activity in a specialist population group

Assessment 2: Essay – selecting a specific population group, students are required to critically evaluate the links between, and explain the mechanisms relating to, physical activity and health/disease. This will be presented as an article designed for an online site, which communicates scientific research to a wide audience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3 & 4	Coursework	30		1000
2	1,2 & 4	Essay	70		3000

Learning and Teaching Strategies:

There will be guest speakers and in-house lectures to introduce the key areas. Seminars will be held on each topic for more in depth discussion, critical analysis and evaluation. Activities will be student-centred and will enable students to investigate the topics further and to discuss and practice science communication.

This module may be undertaken as a stand-alone module within a separate cohort whilst maintaining the same structure, content and teaching strategies.

Syllabus outline:

Physical Activity and Health epidemiology; examination of mechanisms between physical activity and specific non-communicable health conditions/disease e.g.
obesity, CHD, dementia related conditions, depression and anxiety; strategic context of physical activity in improving health to address health needs; the role of settings to maximise activity participation; the measurement and impact of physical activity on health; examples of health promotion initiatives.

Overview of science communication in; Science writing: structuring articles and reports, writing effectively for both specialist and non-specialist audiences; Use of online platforms and social media to communicate science.

Indicative Bibliography:

Essential reading

Government documents – relevant to the study of epidemiology, obesity, CHD and mental health issues.

American College of Sports Medicine (2010). ACSM's resources for clinical exercise physiology. London: Lippincott Williams and Wilkins.

Bouchard, S., Blair, S.N., and Haskell, W.L. (eds.) (2012), *Physical Activity and Health.* 2nd ed. Champaign, IL: Human Kinetics.

Hardman, A.E. (2009). *Physical Activity and Health: the evidence explained. 2nd Ed* London: Routledge.

Heyward, V.H. (2014). *Advanced Fitness Assessment and Exercise Prescription. 7th Ed*Champaign, IL: Human Kinetics.

Kohl, H.W. and Murray, T.D. (2012). *Foundations of Physical Activity and Public Health.* Champaign: Human Kinetics.

Other indicative reading

Biddle, S.J.H. (2008). *Psychology of Physical Activity: determinants, well-being and interventions.* London: Routledge.

Ewles, L. and Simnett, I. (2010). *Promoting Health – A Practical Guide*. 6th Edition. London: Baillière Tindall.

Jackson, A.W., Morrow, JR., Hill, DW. and Dishman, RK. (2004). *Physical Activity for Health and Fitness*. Updated Edition. Champaign, IL: Human Kinetics.

This module will draw on journal articles taken from a range of publications such as (this list is not exhaustive):

Journal of Sport Sciences
Journal of Physical Activity and Health
Journal of Sport and Exercise Psychology
Journal of Ageing and Physical Activity