Sheffield Hallam University

MODULE DESCRIPTOR

TITLE	Topical Issues In Sport, Health and Lifestyle
SI MODULE CODE	44-6951-00L
CREDITS	20
LEVEL	6
JACS CODE	B400
SUBJECT GROUP	Food
DEPARTMENT	Service Sector Management
MODULE LEADER	Trevor Simper

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
42		158	200

MODULE AIM

Module rationale

How to maximise and develop 'fitness' (and be able to help advise others to do so) and furthermore how this relates to health and disease is the essential element of what is covered in this module. You begin this process by selecting a personal goal for your own fitness. Following this and using training techniques and theory from sport science you investigate your own fitness and it's monitoring and development.

Lactate threshold, sub maximal $\dot{V}O_2$ tests as well as anaerobic tests are investigated. Testing the theory on yourself and making sense of the values you obtain plus making goals for improvements - is intended to help make the theory and underpinning processes clearer to the student.

This, measurement of your own fitness, setting personal goals etc., is of course an entirely voluntary element of the course but in the tutors experience helps learning and engagement in the material covered for the module.

Furthermore this module Links the concepts of fitness to health and disease so that this knowledge and associated skills be applied to working in the field.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- To be able to explain the principles of 'fitness' and its different elements
- To be able to measure and monitor fitness in clients
- To be able to safely advise clients on the core elements of how to develop fitness and how this relates

to key lifestyle diseases

INDICATIVE CONTENT

Aerobic and anaerobic fitness. Predictive Vo2 testing, functional capacity, Obesity and exercise, cancer and exercise cardiovascular disease and exercise, diabetes and exercise

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

There are a series of lectures every other week, seminars every week and 7 practical sessions, which run through both semesters, for this module. The lectures cover core topics and initially the first few seminars prepare the students for running their own seminars which are assessed.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Assessed Seminar	CW	50	50 mins	Y
2	Case study exam	EX	50	2 hours 10 mins	Y

FEEDBACK

Students will receive feedback on their performance in the following ways

Feedback will be given one to one for each student immediately following their seminar or where student/lecturer is not available as soon as possible thereafter.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Recommended Texts
Hale (2003) **Exercise Physiology a Thematic Approach,** good for understanding fitness testing and defining concepts like 'maximum oxygen uptake'.
Jenkins (2005) **Sports Science Handbook** (a handy reference book for looking up concepts and definitions in sport science, exercise physical activity and exercise referral
McArdle Katch and Katch (2007) **Exercise Physiology Energy, Nutrition & Human Performance** especially useful for the disease and exercise element in semester 2 but also understanding what fitness is
Morrow, J.R et al (2011) Measurement and Evaluation in Human Performance Human Kinetics Champaign Il
Supplementary and Alternative Texts
Periodicals – The following journals are indicative only – you will find that the library subscribes to a wide range of journals, with many available online.
International Journal of Behavioral nutrition and Physical Activity http://www.ijbnpa.org/ open access
Journal of Physical Activity and Health http://journals.humankinetics.com/jpah available online through library
Internet sources – the resources included below provide you with an indication of the wealth of information available online relating to service, operations and quality management. As you discover additional useful resources, please email the teaching team and we will continue to develop a valuable resource together.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	NA

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	Module Ends
Course Intake 1	**October 2013**	**June 2014**
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
***Overall PERCENTAGE Mark of 40%**	Y
***Overall PASS / FAIL Grade**	N

**Choose one only – module cannot include both percentage mark and pass/fail graded tasks*

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	