



## University of Chester

Programme Specification  
Exercise Health and Fitness FDS  
2022 - 2023

### 1. Final Award

Foundation Science Degree

### 2. Programme Title

Exercise Health and Fitness

### 3. Internal Programme Title

Exercise Health and Fitness

### 4. Intermediate / Exit Awards

4a. Award

Foundation Science Degree

4b. Title

### 5. Awarding Institution / Body

University of Chester

### 6. Programme Delivered By

University Centre St. Helens

### 7. Location of Delivery

St. Helens College

### 8. Framework

Undergraduate Modular Programme

### 9. Mode of Study

Full-time and Part-time

### 10. Forms of Study

Classroom / Laboratory, Work-Based inc.(practice / placement),

**11. Normal length of study**

2 years full-time. 3 or 4 years part-time

**12. Maximum length of study**

5 Years

**13. Frequency of intake / starting month**

Annual - September

**14. UCAS Code**

C610

**15. JACS and/or HECoS Code**

L510

**16. Disclosure and Barring Service (DBS) Check Required?**

Yes

**17. Faculty & Department**

17a. Faculty

Medicine and Life Sciences

17b. Department

Sport and Exercise Sciences

**18. Subject Benchmarking Group**

Events, Hospitality, Leisure, Sport and Tourism

Health Studies

**19. Professional Recognition By (if applicable)**

University of Chester

**20. Name of Module Assessment Board (MAB)**

Department of Sport and Exercise Sciences

**21. Date of Approval**

Saturday 1<sup>st</sup> September 2012

## 22. Educational Aims of the Programme

**Aim 1:** To enable students to develop skills, knowledge and understanding of Exercise, Health and Fitness in a coherent and progressive manner.

**Aim 2:** To develop a range of skills & techniques, personal qualities and attitudes appropriate for successful transition into an appropriate career in the Exercise, Health and Fitness industry.

**Aim 3:** To provide opportunities for students to develop their understanding of Exercise, Health and Fitness through both academic and practical reflective practice.

**Aim 4:** To widen access by providing opportunities for progression onto the Level 6 degree programme at the University of Chester and to provide students with the specialist knowledge, intellectual aptitude, enhanced awareness and key skills required to succeed within higher education.

**Aim 5:** To develop strong external links within the Exercise, Health and Fitness industry to provide students with access to a range of valuable work based learning opportunities.

**Aim 6:** Following completion at Level 6, to produce graduates who are able to assimilate, evaluate and critically appraise information and to provide them with a range of skills to support future employment and life-long learning.

## 23. Programme Outcomes

### Knowledge and Understanding

Knowledge and Understanding  
Students will typically be able to:

Level 4

1. Develop the ability to evaluate particular subject domains (SS4902, SS4903, SS4907, SS4908, SS4909)
2. Acquire and interpret information appropriate to their context of study (SS4901, SS4902, SS4903, SS4907, SS4908, SS4909)

Level 5

1. Utilise a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts (SS5902, SS5903, SS5904, SS5905, SS5907)
2. Apply reflective practice to both academic and professional subjects (SS5902, SS5908)

### Cognitive Skills

Thinking or Cognitive Skills  
Students will typically be able to:

Level 4

1. Research and assess subject specific facts, theories, paradigms, principles and concepts (SS4901, SS4902, SS4903, SS4907, SS4908, SS4909)
2. Describe and analyse information (SS4902, SS4903, SS4907, SS4908)
3. Develop a reasoned argument and challenge assumptions (SS4903, SS4907, SS4908)

Level 5

1. Critically assess and evaluate evidence (SS5902, SS5903, SS5904, SS5905, SS5907)
2. Critically interpret data and text (SS5902, SS5903, SS5904, SS5905, SS5907)
3. Apply knowledge to the solution of familiar and unfamiliar problems (SS5902, SS5903, SS5904, SS5905, SS5907)
4. Take responsibility for their learning and continuing professional development (SS5902, SS5903, SS5908)
5. Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources (SS5902, SS5908)

### Practical and Professional Skills

Practical and Professional Skills  
Students will typically be able to:

Level 4

1. Plan, design and execute practical activities using appropriate techniques and procedures (SS4902, SS4903, SS4907, SS4909)
2. Undertake fieldwork with due regard for safety and risk assessment (SS4902, SS4903, SS4907, SS4909)

Level 5

1. Plan, design, execute and communicate a piece of independent intellectual work using appropriate media (SS5902, SS5903, SS5907, SS5908)

### Communication Skills

Communication Skills  
Students will typically be able to:

Level 4

1. Structure and communicate ideas effectively in both written and oral form (SS4902, SS4903, SS4907, SS4908, SS4909)
2. Manage time and work to deadlines (SS4901, SS4902, SS4903, SS4907, SS4908, SS4909)
3. Participate constructively in groups and understand roles and responsibilities (SS4907, SS4908)

Level 5

1. Be confident in the use of ICT and develop electronic information management skills (SS5903, SS5905, SS5907, SS5908)
2. Transfer techniques and solutions from one area of work to another (SS5902, SS5904, SS5907, SS5908).

## 24. Programme Structure and Features; Levels, Modules, Credits and Awards

### 24a. Programme Structure and Features (levels, modules, credits, awards)

The format of the programme provides a balance between college-based learning, acquisition of practical skills and academic research. It incorporates a progressive strategy that creates the opportunity for students to gain a broad theoretical understanding that will support the development and practical application of theory to practice.

The programme is modular in structure with 6 modules at level 4 and 6 modules at level 5. The emphasis on level 4 study is to provide the student with the theoretical and practical skills to allow for successful transition to level 5 study. Level 4 modules underpin and have clear lines of progression to level 5 study where students are expected to demonstrate higher analytical skills.

The curriculum content ensures students will complete the programme with a firm understanding of how exercise and fitness impact on health status and how the knowledge and skills that have been developed can be applied in the practical work setting. Additionally, students will be equipped to make a successful transition to Level 6 study.

### 24b. Module Structure

Mod-Code	Level	Title	Credit	Single
SS4901	4	Anatomy for Exercise	20	Comp
SS4902	4	Health Related Fitness	20	Comp
SS4903	4	Introduction to Research Methods	20	Comp
SS4907	4	Exercise Physiology	20	Comp
SS4908	4	Introduction to Public Health Promotion	20	Comp
SS4909	4	Fitness Instruction and Exercise Prescription	20	Comp
SS5902	5	Role of the Personal Trainer	20	Comp
SS5903	5	Further Research Methods	20	Comp

SS5904	5	Health and Exercise Psychology	20	Comp
SS5905	5	Health Perspectives and Physical Activity Intervention	20	Comp
SS5907	5	Nutrition for Health and Exercise	20	Comp
SS5908	5	Employability Skills for Exercise, Health and Fitness	20	Comp
WB5104	5	Employability Skills Analysis Development and Planning	20	N/A

#### 24c. Credit Accumulation

Level 4 requires 120 credits (6 x 20 credits)  
 Level 5 requires 120 credits (6 x 20 credits)  
 Successful completion of level 4 only, with accumulation of 120 credits = Certificate of Higher Education  
 Successful completion of levels 4 and 5, with accumulation of 240 credits = Foundation Degree in Higher Education

#### 24d. Details of any derogation from University Regulations (if applicable)

#### 25. Professional Body Requirements (if applicable)

#### 26. Admission Requirements

The programme intends to recruit students from a varied range of backgrounds and experience. Application for admission to the programme will normally be through UCAS and all suitably qualified applicants will be considered.

Applicants should possess a minimum of 5 GCSEs grades A, B or C including English Language, mathematics and a science.

Standard entry onto the programme will require the equivalent or one or more of the following:

- Successful completion of related 'A' level study with a minimum of two subjects passed or equivalent to 80 UCAS points
- National Diploma in Sports Science / Sports Development or related field equivalent to 80 UCAS points
- NVQ Level 3 in related field and related occupational experience

A UCAS tariff score of 80 is required for standard entry to this programme.

Offers of a place on the programme will not be based solely upon academic qualifications alone and skills gained in the workplace will also be considered. The final decision in terms of acceptance onto the programme will lie with the programme leader.

#### 27. Subject Benchmark Statements

The FdSc. Exercise, Health and Fitness complies with FHEQ generic guidelines and is designed to incorporate the recommendations of the Quality Assurance Agency (QAA) subject specific Benchmark Statements as reflected in the following standard documents; Health Studies (2019) and Events, Hospitality, Leisure, Sport and Tourism (EHLST, 2019). Whilst a number of the benchmark statements in the EHLST make reference to sport, the FdSc. Exercise Health and Fitness places emphasis on the exercise and fitness aspect of the statements.

##### Generic benchmark statements:

Graduates of programmes in the EHLST and Health Studies subject grouping will have a range of skills and demonstrate a range of behaviours appropriate to the professional context that are commensurate with the generic benchmark statements. Such skills will be underpinned by graduates being able to demonstrate the subject specific benchmarks of EHLST and Health Studies subject grouping identified below.

##### Subject specific benchmark statements:

Events, Hospitality, Leisure, Sport and Tourism (2019)

Within the programme students are expected to be able to:

*A. Understand and explain human responses to sport and exercise:*

- i) make effective use of knowledge and understanding of the disciplines underpinning human structure and function (SS4901, SS4902, SS4907, SS4909).
- ii) critically appraise and evaluate the effects of sport and exercise intervention on the participant (SS5902, SS5905).
- iii) demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation (SS4902, SS4907, SS5902).
- iv) critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children (SS5905)

*B. Understand and critically appraise the study of the performance of sport/exercise and its enhancement, monitoring and analysis, including being able to:*

- i) Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport/exercise in ways underpinned by current research (SS4902, SS4907, SS5902).
- ii) Evidence the skills required to monitor and evaluate sports/exercise performance in laboratories and/or field settings (SS4902, SS4907, SS4909, SS5902).
- iii) Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport/exercise performance (SS4902, SS4907, SS4909, SS5902).

*C. Demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to:*

- i) Display an awareness of current government policy on disease prevention and the relevance of exercise (SS4908, SS5905, SS5907).
- ii) Demonstrate an ability to monitor health through exercise and prescribe appropriate interventions (SS4902, SS4909, SS5902).
- iii) Display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation (SS4903, SS4908, SS4909, SS5902, SS5903, SS5905, SS5907, SS5908).

Health Studies (2019)

Within the programme students are expected to be able to:

1. Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them (SS4908, SS5904, SS5905, SS5907).
2. Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices (SS4908, SS5904, SS5905, SS5907).
3. Critically evaluate the role of the individual and of institutions in affecting health status (SS4908, SS5904, SS5905, SS5907).
4. Demonstrate an appreciation of utilising an integrated approach to an analysis of health and health issues (SS4908, SS5903, SS5904, SS5905, SS5907).

## **28. Learning, Teaching and Assessment Methods**

The programme's learning and teaching methods are based upon the following core values:

That students' prior knowledge and experience should be utilised in the learning process at every opportunity.

That students are enabled to develop from relatively dependent to more independent learners as the programme progresses.

That teaching and learning methods clearly reflect the transition from dependence to independence and are balanced accordingly at each phase of the programme.

That variety in teaching and learning stimulus is crucial to the promotion of effective learning.

That students are provided with appropriate levels of support throughout their programme to enable them to evolve into autonomous learners.

As such, teaching and learning methods employed will be balanced between tutor-centred and student-centred activities that enable conformity to the above core values. The following range of teaching and learning methods will be employed:

**Lecture** – This is used to impart a specific body of knowledge to students. In most cases, theoretical concepts generated by lectures will be developed through supporting seminars (including use of multi-media presentations, video presentations and, where appropriate, guest speakers).

**Practical Work** – This is where the students acquire practical skills to enable the measurement and evaluation of fitness, health and exercise prescription.

**Seminars** - This functions as a forum for the presentation and dissemination of topics. This is student focused where students will present information on a selected topic to the students.

**Self-Directed Learning** - The concept of independent study is an integral part of the programme. It refers to the idea of student centred learning, whereby the student takes responsibility for setting his or her own goals and creating his or her own pathway of study within the framework of the course. With this in mind, the programme team will act more as facilitators, enabling and encouraging learning by developing study skills, suggesting areas of investigation and research, and providing academic advice and counselling.

**Written Work** – The course involves a range of written assignments. These include essays, laboratory reports, projects and case studies.

**Group Work** – Certain assignments may require students to work together or in pairs, to practice or demonstrate learning or to initiate investigation and / or deliver presentations.

**Visiting Lecturers** – Students benefit from contact with a wide range of professional activities through direct contact with specialists involved in the fitness/health sector to introduce students to up to date and practical information/techniques.

**Individual Tutorials** – This system is an extremely important element linked to the rationale of teaching, learning and assessment at University Centre St. Helens. The individual needs of the student are effectively analysed with the aim to provide a clear pathway of learning to incorporate the style which most suits the student. These tutorials can be activated at the request of the tutor or individual student, and can be utilised in addition to the mandatory tutorials afforded to each and every individual student on the course. This process has also been informed by feedback from past and current students who have identified how advice relating to achieving learning outcomes and utilising appropriate study techniques has been invaluable in supporting them towards achieving independent study and the results associated with this.

Types of assessment opportunity provided by the programmes include:

**Coursework Assignment:** includes traditional essay (with word limit), portfolio work, case study, reflective practice log, preparation of reports, analysis of research data, preparing a research proposal and practical observations. Assessments are where possible/appropriate based around consideration of authentic problems and challenges with the aim to demonstrate use of evidence based practice.

**Formal Examination:** typically represented by examinations of up to 2 hours applied at the end of a module. This could be a multiple choice, short answer, an essay or a combination of these formats.

**Presentation:** including individual and or paired presentation based upon assigned and selected topics.

**Work Based Learning:** A work placement assessment includes, work placement logs and mentor feedback, a reflective portfolio and personal and professional developmental action planning.

Formative assessment is utilised as appropriate across the programme to support and gauge student progress and may include submission of essay plans, question and answer sessions, discussions and debates.

The strategic approach to assessment within the programme reflects a move from more practically based/reflective assessment at level 4 study towards a more theoretical/evaluative approach that requires evidence of ability to cite appropriate reading/research evidence. This ensures that students are prepared for the option of progression to a third year of study.

## 29. Careers and Employability

On completion of the programme graduates will have the background knowledge and skills to achieve career progression in the fitness, leisure and health sectors. Vocations such as advanced fitness instructor, personal trainer, exercise referral specialists, health promotion workers, health and well-being advisors and other allied physical activity roles are typical of the careers graduates will be able to enter into. All students will have developed relevant background knowledge and skills to provide opportunity for progression onto a third year of a relevant Honours Degree programme.

In addition, industry-recognised qualifications gained on the programme, including the Level 2 Certificate in Fitness Instructing and the Level 3 Certificate in Personal Training, will further equip graduates with the work

based skills that will have the potential to attract employers.

### **30. Equality**

University Centre St. Helens (UCSH) respects diversity and is committed to equality of opportunity. UCSH strives to ensure that no student receives less favourable treatment on the grounds of social background, age, disability, gender, sexuality, marital status, race, religion, colour, nationality, or ethnic or national origin. UCSH will take positive steps to eliminate any issues of discrimination and continue the drive to increase levels of under-represented groups and promote equality in students' admissions and their experience at UCSH. No student should be disadvantaged by unjustifiable conditions or requirements. It is the responsibility of all students to implement and support this policy. All students of UCSH are expected to treat each other with respect, as well as staff and visitors. Action will be taken in the case of unlawful and/or unacceptable behaviour by students. The monitoring of progress against the policy is the responsibility of the Equality & Diversity Committee.

### **31. Additional Information**

The University of Chester is taking steps to mitigate the disruption caused by the Covid-19 pandemic, whilst ensuring an excellent academic experience for our students. During the 2021-22 academic year, it is anticipated that the University will deliver programmes of study in a mode of blended online and face-to-face sessions. This statement describes how this will be implemented and should be read in conjunction with section 28 of this document and section 11 of the module descriptors associated with this programme.

The hybrid model has been designed to safeguard the interests of students whilst upholding the University's academic standards. This ensures that students can engage in high quality learning and teaching to support them to achieve the learning outcomes for this programme, irrespective of the prevailing conditions. Adopting a hybrid model of delivery will result in a different type of learning experience for many students. In order to ensure that all students are able to benefit from this, the University is seeking to engage students early and often to ensure that we continue to serve their needs appropriately.

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