Title of Module: Personal Training			
Code: SPOR08038	**SCQF Level: 8** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ash Warner		

Summary of Module
This module advances the knowledge and practical skills from previous physical activity, health and fitness modules. The module will equip students with the theoretical knowledge and practical skills required to become a Personal Trainer.   The Personal Training module will include topics such as: coaching clients (on a one-to-one and small group basis) towards their health and fitness goals; planning and delivering creative and personalised exercise programmes; and supporting clients with nutrition and lifestyle management.   This module will assist the student in the development of key **'I am UWS Graduate Attributes**' to allow those that complete this module to be: **Universal**:   • Critical Thinker   • Emotionally Intelligent   • Culturally Aware   **Work Ready:**   • Knowledgeable   • Effective Communicator   • Influential   **Successful:**   • Driven   • Resilient   • Transformational

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Demonstrate knowledge of anatomy, physiology, kinesiology and nutrition with an application to training.   L2. Discuss how clients with different needs can be supported to achieve their health and fitness goals.   L3. Demonstrate competence of working with one client in a training environment.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. A knowledge of the scope, defining features and main areas within Personal Training. Being able to highlight the difference between explanations based in evidence and/or research and other forms of explanation, and of the importance of this difference in preparing academic work.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Applying knowledge and skills in using a range of professional skills, techniques, practices and / or materials associated with physical activity, health and fitness, a few of which are advanced and / or complex. Adapting these routine practices within accepted Personal Trainer standards.
Generic Cognitive skills	SCQF Level 8. Presenting concepts, information and issues that are within the common understandings within Personal Training.
Communication, ICT and Numeracy Skills	SCQF Level 8. Using a range of standard ICT applications to process and obtain data used within Personal Training.

Autonomy, Accountability and Working with others	SCQF Level 8. Exercising autonomy and initiative in some activities at a professional level in practice. Managing, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
The teaching and learning approach will utilise a combination of blended and face to face delivery. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures. Face to face sessions will comprise practical sessions and tutorials. Much of the learning will be achieved through formative practical application and discovery, directed independent study tasks, group work and/or class discussion.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	12
Laboratory/Practical Demonstration/Workshop	24
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Recommended texts: Behnke, R.S. (2012) Kinetic Anatomy. 3rd edn. Champaign, IL: Human Kinetics. McArdle, W.D., Katch, F.I., and Katch, V.L. (2014) Exercise Physiology: Nutrition, Energy, and Human Performance. 8th edn. Baltimore: Lippincott Williams and Wilkins. Tortora, G.J. & Derrickson, B.H. (2017) Principles of Anatomy and Physiology. 15th edn. Hoboken, New Jersey: John Wiley & Sons.	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <u>Academic engagement procedure</u>

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Mia Burleigh
External Examiner	A Tocknell
Accreditation Details	N/A
Version Number	1.02

Assessment: (also refer to Assessment Outcomes Grids below)
The assessments will require students to complete a class test (30%) and a portfolio of practical work (70%). The portfolio will include a practical assessment (30%) and documentation relating to the portfolio (40%).
Assessment 1. Class test.
Assessment 2. Portfolio of practical work.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓			30	0	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Portfolio of practical work		✓	✓	70	0	
Combined Total For All Components				100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)