



**MQF Level 6**

**CS6-02-21**

**Bachelor of Science (Honours) in Sport, Exercise  
and Health**

**Course Specification**

## **Course Description**

In the light of the rising international and local incidence of obesity and inactivity-related non-communicable diseases and conditions, this course is intended to prepare suitably qualified professionals to work alongside medical and healthcare professionals in promoting physical activity and exercise interventions designed to improve the general health of society and of the individual as well as equip graduates with the knowledge, skills and competences needed to maximise prospective career and entrepreneurial opportunities in the field of sport and exercise for health.

The programme is intended specifically for existing sports or exercise professionals interested in gaining further qualifications in the field of advanced exercise prescription, delivery and supervision. Students will develop the knowledge and skills required to assist clients and patients with a range of specialised goals and needs, including those with various health challenges, non-communicable diseases, conditions, injuries or disabilities.

The programme ultimately assists students to pursue careers in a range of sports, exercise and clinical settings, and is mapped to the rigorous standards upheld by various international accrediting bodies in the field. Students will also develop their research skills with a view to providing a contribution to this growing sector. Furthermore, the degree programme also aims to facilitate the pursuit of a number of distinctive career routes by providing a valid pathway for students interested in pursuing any other sport or exercise related (Level 7) Masters' programme.

## **Programme Learning Outcomes**

**At the end of the programme the learner will be able to:**

- 1. Carry out screening, testing and risk stratification of individuals with a range of health challenges.*
- 2. Plan evidence-based exercise interventions for a range of individuals with various specialised needs.*
- 3. Motivate individuals with controlled health conditions to adopt and maintain healthy lifestyle behaviours.*
- 4. Collaborate and communicate effectively with clients, patients, medical and health care professionals.*

### **Entry Requirements**

- MCAST Advanced Diploma in Sports (Development, Coaching and Fitness) or 2 A-Level passes and 2 I-Level passes and SEC/O-Level pass in English Language. Compulsory A or I-Level: Physics or Chemistry or Biology or Physical Education

**Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECTS</b>	<b>Year</b>
CSEEH-506-1601	Physical Activity, Development, Culture and Society	6	1
CSEEH-506-1602	Role of the Exercise for Health Specialist	6	1
CSPRF-506-1601	Continuing Professional Development and Lifelong Learning	6	1
CSEEH-506-1603	Psycho-social Aspects of Exercise for Health	6	1
CSPHY-506-1602	Advanced Functional Anatomy	6	1
CSEEH-506-2001	Biomechanics	6	1
CSNTR-506-1601	Nutrition for Health	6	1
CSEEH-506-1604	Information Management and Administration	6	1
CSWBL-506-2015	Work-based placement as an Exercise for Health Professional in the Community	6	1
CSRSH-503-2001	Research Methods in Sports, Exercise and Health	3	1
CDKSK-503-1907	English I	3	1
CDKSK-503-1908	English II	3	2
CSPHY-506-1603	Physiology and Pathophysiology	6	2
CSSPT-506-1602	Sports and Exercise Injuries	6	2
CSEEH-506-1606	Health and Fitness Assessment	6	2
CSEEH-506-1608	Session Planning and Programming	6	2
CSEEH-506-1609	Session Delivery and Evaluation	6	2
CSPRJ-503-2012	Research Project in Sports, Exercise and Health	3	2
CSWBP-506-2102	Work-based placement as an Exercise for Health Specialist in an Exercise for Health setting	6	2

CSSPT-504-2022	The practice of Invasive and non-invasive team sport	4	2
CDKSK-604-1909	Entrepreneurship	4	2
CDKSK-602-2105	Community Social Responsibility	2	2
CSEEH-602-2101	Concepts of exercise for specific groups	2	2
CDKSK-506-2012	Individual and Social Responsibility	6	2
CSEEH-606-2102	Advanced Training Methods and Techniques	6	3
CSWBL-606-2101	Work Based placement in an educational setting	6	3
CSSPT-606-1701	Practical Coaching and Physical Activity Leadership	6	3
CSSPT-606-2101	Teaching and Learning in Sport and Physical Activity	6	3
CSNTR-603-2102	Fundamentals of Sports and Exercise Nutrition	3	3
CSEEH-603-2103	Functional Kinesiology and Physical Preparation	3	3
CSPSY-606-2101	Applied Sport and Exercise Psychology	6	3
CSMGT-606-1702	Organisational Leadership and Events Management	6	3
CSSPT-606-2021	The practice of individual sports	6	3
CSDIS-612-1501	Dissertation	12	3
<b>Total ECTS</b>		<b>180</b>	<b>/</b>

## **Unit: CSEEH-506-1601 Physical Activity, Development, Culture and Society**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

In this unit learners will explore some of the fundamental concepts of physical activity in its various forms, as well as some of the roles it assumes in the community. These roles and functions are examined in terms of their significance across a continuum of past, present and future.

From competitive elite sport to rehabilitation, physical activity as preparation for a range of diverse purposes and outcomes is explored, with a view to broadening learner perspectives on exercise and fitness, fostering deeper professional insight and understanding.

Learners will investigate a range of existing infrastructures that organise and provide opportunities to engage in physical activity and sport and their effects on society and the individual. The unit constitutes a strong theoretical foundation for the later development of the specific expertise required by EH Specialists, enabling the practitioner to carry out EH services with an appreciation for the wider landscape from which the profession has evolved, and how it inter-relates with other occupational roles.

This introductory unit assists in developing learner perspectives of physical activity given the multitude of educational and experiential backgrounds from which their current knowledge may have developed. The content also empowers learners to better assist clients and patients from a wide range of their own backgrounds, representative of various orientations and goals.

## Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand historical, political, sociological and philosophical aspects of physical activity, exercise and sport.*
2. *Understand underlying theoretical concepts influencing the practice of sport, fitness, physical education, and healthcare professionals.*
3. *Evaluate the structure, functions and outcomes of a range of public and private sector physical activity, exercise and sports infrastructures.*
4. *Discuss the effects of physical activity, exercise and sport on individuals and the wider community.*

## **Unit: CSEEH-506-1602 Role of the Exercise for Health Specialist**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

This unit provides an in-depth introduction to the current characteristics of the EH sector, as well as projections for the near future based on current and past trends. Learners will begin by exploring the European and local landscapes in which the need for EH Specialists has already arisen.

Initiatives currently underway in the UK, US, Australia and various other countries provide invaluable observable references for the development of professional infrastructures in the local sector. Initiatives currently underway in the local context strive to replicate the advances already made abroad in infrastructures related to the exercise sciences. This unit is designed to furnish learners with an appreciation of such developments, and understand their own place and prospective opportunities in an evolving professional landscape.

This unit is based on the premise that while medical and dietetic professionals currently operate according to clearly defined occupational standards, suitably qualified professionals whose expertise lies in the field of safe and effective exercise prescription to a wide range of population groups are also needed. Learners will be introduced to the various organisations that exist to regulate these related healthcare sectors throughout the course of the unit.

The need for technical experts in exercise prescription and supervision also arises from international initiatives aimed at increasing physical activity in response to the rising incidence of inactivity and obesity related conditions and their associated healthcare costs. EH Specialists must play a crucial role in facilitating the prevention of certain conditions before they present a risk to the individual or the community. Learners will also appreciate the potential of EH Specialists in the prevention of sports and exercise-related injuries, and supportive role in their treatment and management.

The unit aims to foster a proactive approach in promoting the need for EH Specialists, and an orientation towards building and advancing a career in the field. A deeper understanding of the role of EH Specialists will also provide a frame of reference for effective progression throughout the remaining units of the course.



## Learning Outcomes

On completion of this unit the student will be able to:

1. *Explain the occupational scope of practice and professional boundaries of the Exercise for Health Specialist.*
2. *Review a range of existing local infrastructures related to rehabilitation or prevention of non-communicable diseases, conditions, and injuries.*
3. *Evaluate the need for Exercise for Health Specialists in Malta and Europe.*
4. *Explain the referral process to and from other medical and healthcare professionals.*

## **Unit: CSPRF-506-1601 Continuing Professional Development and Lifelong Learning**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

In order to join professional accrediting bodies, Exercise for Health Specialists agree to observe various codes of ethical practice and commit to continuing professional development (CPD) with a view to remaining up to date with evolving knowledge and developments in their sector.

Identifying, engaging in, and documenting various learning activities related to established or developing knowledge enables exercise and fitness professionals to earn recognised CPD points to retain membership and progress in various professional bodies and registers. In this unit learners are therefore introduced to common CPD requirements of such professional agencies and bodies, but are also encouraged to foster an intrinsic motivation for ongoing development and lifelong learning beyond the scope of formal recognition or validation.

EH Specialists are encouraged to become reflective practitioners, engaging in frequent reflections in and on experience in order to grasp and transform knowledge and skill on an ongoing basis. A range of formal, non-formal and informal learning strategies and activities are evaluated, and a self-directed approach fostered towards maximising such strategies to improve professional practice as an EH Specialist. Learners will reflect about how such learning activities might relate to specific desirable competence-based learning outcomes, streamlining and maximising their learning efforts.

Learners will employ the knowledge and skill gained in this unit throughout the remainder of the course, as well as through the career span in order to enhance learning and development on an ongoing basis.

## Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand fundamental education, training and learning theories.*
2. *Apply a range of education, training and learning theories in practice to support professional development.*
3. *Evaluate the role of formal, non-formal and informal learning in professional development.*
4. *Employ the principles of reflection and reflective practice.*

## Unit: CSEEH-506-1603 Psycho-social Aspects of Exercise for Health

Unit level (MQF): 5

Credits: 6

---

### Unit Description

Sport and exercise professionals at this level will already be familiar with the importance of interpersonal, communication and motivational skills relevant to the emotional labour-intensive sectors they operate in. In this unit learners will therefore explore the rising significance of psycho-social considerations specific to the EH sector, and the increased sensitivity required in assisting clients and patients with injuries, disabilities and conditions.

Individuals experiencing developing adverse health conditions or disabilities must often cope with various issues and adjustments affecting their psychological and emotional welfare. Learners will explore a range of approaches in assisting clients and patients reflective of the various implications and stages associated with the processes of adjustment and acceptance.

Learners will also develop their ability to apply knowledge and skill related to psycho-social aspects of their work in interacting with colleagues and other healthcare and medical professionals. In certain cases, EH Specialists are also expected to encourage and facilitate various social dynamics in and amongst client groups themselves. This unit seeks to develop the skill and confidence needed to carry out such responsibilities effectively.

Learners will also continue to develop multi-disciplinary research skills by exploring psychological theories related to the provision of exercise to higher-risk clients, developing a richer appreciation for diverse scientific and academic research disciplines.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand a range of psycho-social theories affecting clients and patients with NCDs, conditions, injuries and disabilities.*
2. *Understand stages of behaviour change and associated stage-appropriate motivational strategies.*
3. *Practice effective interpersonal and communications skills with clients and patients' representative of various specialised wants and needs.*
4. *Integrate the principles of social support into planned exercise interventions.*

## Unit: CSPHY-506-1602 Advanced Functional Anatomy

Unit level (MQF): 5

Credits: 6

---

### Unit Description

This unit provides learners with the opportunity to further their scientific knowledge of the structures and functions of the human body. Building on previous knowledge learners will explore new perspectives including the functional (integrated) approach to anatomy, which involves assessing and ultimately enhancing human movement in a range of practical and challenging scenarios. Learners will also investigate the effects and influences of a range of NCDs, conditions and disabilities on anatomical structures and functions.

EH Specialists are often required to collaborate with other medical and healthcare professionals reflective of a range of qualification levels. They must therefore be able to understand key concepts of anatomy and communicate effectively using relevant and concise terminology related to structures, movement, locations, directions and planes.

Learners will practice the development of a scientific approach towards learning and researching further knowledge related to human anatomy, utilising a range of evidence-based sources, and collaborating with other knowledgeable professionals. The unit comprises a sound scientific foundation that permits the learner a richer understanding of the remaining course units subsequently exploring pathophysiology and management of a wide range of NCDs and conditions.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Use correct anatomical terminology.*
2. *Evaluate the anatomy of human movement.*
3. *Analyse the deep anatomy of the major joint structures.*
4. *Understand the effects of a range of NCDs and conditions on anatomical structure and function.*

## Unit: CSEEH-506-2001 Biomechanics

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit Description

This unit is designed to introduce the field of biomechanics to learners. Learners will gain deeper insights into human movement by investigating the physical laws that govern it.

The learners will be introduced to a basic understanding of mechanical principles and their application to sports performance and human movement in general. Furthermore, the learners will also be introduced to some commonly used research tools currently used to collect data on movement.

An understanding of biomechanics generally serves to enrich the knowledge-base of exercise professionals seeking to advance in the exercise sciences. This unit presents some of the basic governing principles of the field, and later encourages learners to relate and apply such concepts to the specific scenarios encountered by EH Specialists.

Learners will explore the effects of biomechanical principles on movement performance and efficiency relevant in a range of physical activities, in conjunction with the effects of various injuries, disabilities, NCDs and conditions. Practical applications of the content knowledge include the safe and effective supervision of client/patient exercise performance technique, including immediate corrections as well as longer term interventions for facilitating improved performance.

Hence, by consolidating the learner's knowledge on functional anatomy in relation to human motion, this unit will also function as a stepping stone to the practical hand on phases that will be encountered in later units specifically related to exercise therapy.

### Learning Outcomes

**On completion of this unit the student will be able to:**

1. *Identify fundamental biomechanical concepts.*
2. *Apply biomechanical principles to the performance of safe and effective exercise technique and movement patterns.*
3. *Examine biomechanical investigations using appropriate approaches, methods, protocols and equipment.*

4. *Investigate biomechanical considerations for a range of conditions, injuries and disabilities.*

## Unit: CSNTR-506-1601 Nutrition for Health

**Unit level (MQF): 5**

**Credits: 6**

---

### Unit Description

Healthy eating and effective nutritional practices are known to constitute a vital component of the efficacy of exercise interventions and the pursuit of health and fitness goals. Learners will already be familiar with some of the fundamental principles of nutrition science common to lower level programmes in exercise, fitness and sport, and this unit provides the opportunity to develop, contextualise, and ground such knowledge in the EH field.

Various unique legal considerations exist in the local context requiring exercise professionals to understand specific boundaries surrounding their scope of practice in regards to the provision of nutritional advice and guidance. While exercise professionals are expected to encourage effective nutritional habits among clients and patients, the guidelines and conditions for referral to nutritionists and dietitians must be clearly defined.

Within such boundaries, EH Specialists must understand the nutritional requirements specific to a range of NCDs and conditions, and offer support for the development of healthy eating habits, often as part of a multi-disciplinary team of professionals, and always in the best interests of the service user.

Learners are encouraged to make professional connections with nutrition and dietetics professionals, and develop the skills necessary to communicate and operate within a mutually beneficial environment to all stakeholders including service providers and users.

### Learning Outcomes

**On completion of this unit the student will be able to:**

1. *Understand the fundamental theoretical principles of nutrition and healthy eating.*
2. *Review evidence-based nutritional recommendations and guidelines for clients and patients with a range of non-communicable diseases and conditions.*
3. *Motivate clients and patients to adhere to healthy eating plans incorporating the principles of behaviour-change and stage-appropriate motivational strategies and techniques.*



4. *Examine the referral process for clients and patients requiring specialised nutritional advice.*

## **Unit: CSEEH-506-1604 Information Management and Administration**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

This unit assists learners in developing the skills required to effectively manage all data related to a successful EH programme. Learners will explore legislation, policies, and procedures associated with the maintenance of records and management of information, including how these relate to audit trails and quality assurance.

The unit also seeks to equip learners with some of the tools needed to integrate ICT into effective practice as an EH Specialist by offering in depth solutions for implementing advanced administrative and tracking capabilities in small to medium sized businesses.

Learners will develop ICT solutions to be fully personalised to their own needs, flexible, and cost-effective. Membership and tracking databases available on the market can sometimes come at significant cost to users, however this unit equips learners with the ability to develop such systems using software solutions that represent little to no additional cost. Open source database and administrative software is also reviewed.

Empowering learners with these skills permits the creation of additional tracking capabilities to be incorporated into the database designs later on as and when required, related to virtually any other element of the course including fitness assessment and progress, client retention, integrated and automated communications, sales and marketing administration, cash flow tracking and client bookings.

Maximising ICT in such a way enables learners without related administrative and managerial backgrounds to perform the duties of an EH Specialist in an efficient, organised and accountable fashion.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

- 1. Explore a range of management and administrative processes specific to the Exercise for Health context.*
- 2. Incorporate ICT solutions for the effective provision of Exercise for Health services.*

3. *Comply with legislative requirements when carrying out Exercise for Health services.*
4. *Understand the importance of accountability, internal and external quality assurance and audit trail.*

## **Unit: CSWBL-506-2015 Work-based Placement as an Exercise for Health Professional in the Community**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

The work-based experience is organised purposely to provide placement hours in the work-place in tangent with material covered over the academic year. The aim of the unit is to obtain hands-on experience of work with relation to the provision of exercise, health and fitness experience to the community.

The unit will start with a thorough preparation for placement including identifying a number of potential service users in the community that could take on exercise as the modifiable factor into improving their wellness and well-being. The learner will then be guided into developing an own portfolio to use for this and upcoming work placement and future job opportunities.

The portfolio would typically include the creation of a Europass CV, reference letters, presentation of extra courses/seminars/conferences and other related knowledge gathering experiences, sport portfolios and a selected showcase of own academic work. The unit will then give information on how learners should work within an established code of practice within the community including the provision of good client care and professional relationships. The benefits of exercise to the communities identified will also be discussed, while learners are encouraged to discuss their placement expectations and how they envisage that this would help them with their career development. The work placement opportunities sought after in this unit, will be the vulnerable community such as the elderly, those with an onset of the metabolic syndrome, amongst others. The learner could also be placed within local councils. The aim of the placement is to promote exercise in these communities and use it as a means to improve the overall health and well-being of the individuals. The learners on placement must hence understand the needs of the community, design exercise programmes that suit their needs, and deliver the sessions safely in a bid to improve the service users' quality of life.

During the work-placement experience, the learners will have a first-hand experience of a work environment and are expected to adhere to the rules and regulations of the placement provider and fulfil their role at the expected standard in order to be a health and fitness ambassador in the community. Finally, the learner will be required to look back and reflect on the work-placement experience while identifying strengths and

ways to retain them, as well as exploring weakness and ways to improve them by providing real-life examples.

## Learning Outcomes

On completion of this unit the student will be able to:

1. *Create a personal development portfolio in preparation for the work placement in the community.*
2. *Plan exercise sessions for a work-based placement in exercise for the community.*
3. *Practice different theories and exercises during the assigned work-placement in the community.*
4. *Monitor own progress throughout the work-based placement in the community.*

## **Unit: CSRSH-503-2001 Research Methods in Sports, Exercise and Health**

**Unit level (MQF): 5**

**Credits: 3**

---

### **Unit Description**

This unit is aimed at providing undergraduate learners in Sport, Exercise and Health studies with fundamental concepts of conducting research. Throughout this study unit, learners will learn different research approaches and skills from both qualitative and quantitative modes. Learners will learn how to identify specific research interest, gain skills on methods of primary and secondary research, acquire knowledge on the vast array of tools used for data collection, find and make use of existing reliable literature sources and gain knowledge on how to critically analyse data.

The first part of this study unit will assist learners in formulating a valid research question or a testable hypothesis, understand the sampling procedures and how to appropriately access participants and petition gatekeepers. Learners will learn the importance of Ethical Procedures and how to deal with any ethical issues in a sound manner. Moreover, learners will be given tools in the form of different software applications used to assist them whilst conducting research.

Finally, this study unit will equip learners with basic writing skills to assist them in building a comprehensive Statement of Intent (SOI) as requested by the MCAST Research Committee. This SOI will be the initial stage before learners will be able to carry out a valid and reliable research project during their second year of study (refer to unit - Research Project in Sport, Exercise and Health). Throughout this process learners will understand the importance of searching and accessing peer-reviewed literature, identify gaps in literature and outline research aims.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

- 1. Identify the main stages of the research process.*
- 2. Evaluate the fundamental approaches to research design.*
- 3. Plan a valid and ethically sound research project.*
- 4. Prepare a research proposal within the area of sport, exercise, and health.*

## Unit: CSPHY-506-1603 Physiology and Pathophysiology

Unit level (MQF): 5

Credits: 6

---

### Unit Description

In this unit learners will gain a strong knowledge-base surrounding the physiological implications of physical activity and exercise, including its short and long-term effects on the human body. A fundamental understanding of exercise physiology will enable learners to understand the specific and technical implications associated with a wide range of health challenges.

The effects of health challenges on normal physiological functioning of the body are explored, with a view to ultimately prescribing physical activity and exercise interventions that are safe, effective, and tailored to the individual wants and needs of clients. Learners will explore specific case studies and corresponding guidelines from relevant competent authorities regarding exercise prescription, while cross-referencing such approaches with the latest research findings sourced from the academic and scientific literature.

Throughout the course of their studies and research across units, learners will have encountered a wide array of health challenges and conditions, referenced or presented in limited detail. In this unit therefore, learners are given the opportunity to investigate relevant pathologies in far richer depth.

The unit content essentially assists learners within and beyond the scope of their studies in their interactions with other health professionals, and lays foundations for further study and development in the field, thus supporting them in pursuing future duties and engagements in the field of exercise for health.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand basic physiological responses of the human body to exercise in apparently healthy individuals.*
2. *Understand physiological responses to exercise in the case of a range of health challenges.*
3. *Evaluate evidence-based research and guidelines from relevant competent authorities related to familiar and unfamiliar health challenges.*
4. *Evaluate the implications of physiology and pathophysiology on exercise interventions in a range of contexts and cases.*

## Unit: CSSPT-506-1602 Sports and Exercise Injuries

Unit level (MQF): 5

Credits: 6

---

### Unit Description

This unit provides a comprehensive course introducing learners to the field of sports injuries. From the physiological and psycho-social perspectives, learners will familiarise themselves with a range of common sports injuries, which are context-specific and relevant given their incidence in the local sporting landscape.

Their nature and treatment are explored with a view to preparing learners for the fulfilment of flexible and varied roles within extended teams of stakeholders in the rehabilitation of injured sports performers and fitness enthusiasts engaged in a range of competitive or otherwise intensive disciplines and physical activities.

While learners will investigate the supportive aspects of their role in the treatment of sports injuries, significant emphasis is placed throughout the delivery of this unit, on prevention. The need for injury prevention education and implementation within the local sporting context is duly explored and discussed, together with methods for effectively reducing the risks of developing those injuries with the highest incidence locally.

While the general scope of the programme of study is holistic and inclusive in nature with respect to the recruitment of multiple client groups and populations, this unit introduces an element of specialisation in the sports and fitness sectors, while retaining its focus on the promotion of good health through the prevention, treatment and management of adverse health challenges.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Recognise the signs, symptoms, causes, and risk factors associated with a range of overuse and acute injuries prevalent in sport and exercise contexts.*
2. *Understand the purpose and process of short-, medium-, and long-term treatment plans commonly employed in the treatment of sport and exercise injuries.*
3. *Design exercise interventions targeted specifically at lowering the risk of sustaining overuse and acute injuries through sport and exercise.*
4. *Collaborate with other competent healthcare professionals in the treatment and management of a range of sport and exercise injuries.*



## Unit: CSEEH-506-1606 Health and Fitness Assessment

Unit level (MQF): 5

Credits: 6

---

### Unit Description

In this unit learners will begin to develop some of the key hands-on skills that essentially define the exercise specialist. The role of the EH Specialist is largely characterised by the prescription and supervision of exercise interventions in the case of clients and patients who are in some way differentiated from the general population. Clients and patients requiring the services of EH Specialists will be representative of a wide range of injuries, disabilities, NCDs, conditions, or otherwise specialised goals and needs.

In order to effectively establish the specific condition of the client or patient, stratify risk, agree specialised goals and needs, and set the roles and responsibilities of all stakeholders in consideration of the best interests of the service user, sound assessment is imperative.

Where the exercise intervention is prescribed principally by the exercise specialist, and not by other medical or healthcare professionals, the quality and validity of the information gathered during the health and fitness assessment will directly influence the efficacy of the intervention. In this unit learners will develop the knowledge, skills and confidence to carry out the information collection process to safely and accurately assess and review new, referred, and existing clients and patients.

Learners will consolidate their knowledge of their role, anatomy and pathophysiology, as well as psycho-social considerations in this unit, as well as explore the guidelines for referral and collaboration with other medical or healthcare professionals in the best interests of the client/patient.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the purpose and process of effective client screening and risk-stratification.*
2. *Carry out a range of anthropometric and fitness assessments of clients with a range of specialised health and fitness goals.*
3. *Plan and deliver an effective health and fitness assessment of a client with specialised needs.*
4. *Evaluate the effects of health and fitness assessment results on the prescription of exercise interventions.*

## **Unit: CSEEH-506-1608 Session Planning and Programming**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

The unit enables learners to consolidate and update their expertise in the area of session and programme planning, while emphasising accountability and conformity with evidence-based guidelines. Also incorporated is the concept of holistic interventions, taking into account physical activity and exercise prescriptions beyond the scope of supervised sessions alone.

Learners are required to develop and practice their professional judgement in planning and preparing safe and effective exercise prescriptions for general and special population clients and patients. While EH Specialist may sometimes assume a supportive role in implementing training programmes written by other competent professionals in the interest of the client/patient, they must also develop the professional competence necessary to write their own programmes for higher risk clients and patients.

In the case of general population clients, the EH Specialist should also possess the knowledge and skills to reduce the risk of sustaining acute or overuse injuries in every day or even in sporting contexts from a preventative standpoint. While athletes may seek the services of EH Specialists during the rehabilitation phase following an injury, they may also seek help prior to adverse outcomes preventatively.

Learners will explore strategies for increasing physical activity levels beyond the scope of supervised sessions, as well as transfer knowledge and skill to perform various basic forms of exercise, empowering clients and patients to manage and maintain healthier and more active lifestyles.

Learners will consolidate much of the remaining course content, heavily drawing on their knowledge of anatomy, pathophysiology, training adaptations, and the advanced methods of training themselves, to produce safe and effective prescriptions reflective of specialists at this level.

## Learning Outcomes

On completion of this unit the student will be able to:

1. *Evaluate a range of legal and professional guidelines from relevant competent authorities related to the design of exercise interventions for a range of clients including those with health challenges.*
2. *Plan individual exercise sessions with clients with a range of specialised wants and needs.*
3. *Plan a comprehensive exercise programme intervention for clients with a range of specialised wants and needs.*
4. *Incorporate holistic elements and informal activities beyond the scope of client-trainer contact into exercise interventions.*

## Unit: CSEEH-506-1609 Session Delivery and Evaluation

Unit level (MQF): 5

Credits: 6

---

### Unit Description

In this unit learners will hone their proficiency in the practical skills and competences associated with delivering and evaluating individual exercise sessions with clients and patients. The learning aspects of physical activity and exercise instruction are explored in depth with respect to the fundamental learning paradigms and associated strategies employed by educators, teachers, trainers, and coaches, adapted for the specific requirements of the EH context.

Learners will familiarise themselves in both theoretical and practical terms, with the instructional process as employed for the transfer of various physical skills, and how it is modified and adapted depending on a range of contextual delivery factors. Learners will develop their proficiency in the execution of the instructional processes to a standard reflective of specialists at this level.

Learners will hone their delivery throughout the various phases and components of the session, maintaining interaction, motivation, communication, and the exchange of formative and useful feedback throughout. Reflective practice and diligent evaluation of own and client performance throughout individual sessions is also practiced, furnishing learners with the practical ability and confidence to implement and maximise the vast knowledge-base constructed throughout the programme of study.

This unit ultimately provides learners with the essential tools needed to embark on a career in exercise provision, and progress while maintaining professional industry standards in the technical hands-on environments encountered in modern fitness centres, clinics and studios.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the fundamental principles and paradigms of learning applicable to the provision of physical activity and lifestyle interventions.*
2. *Understand a range of sport and exercise coaching and instructional strategies used for physical skill-learning.*
3. *Practice the process of whole-session delivery with a range of clients and patients with specialised wants and needs.*
4. *Evaluate performance of self and client following an exercise session.*

## **Unit: CSPRJ-503-2012 Research Project in Exercise for Health**

**Unit level (MQF): 5**

**Credits: 3**

---

### **Unit Description**

This unit will allow the learner to investigate a range of modes and methods of research and become familiar with qualitative and quantitative research. The module will address skills such as selecting articles for research purposes, distinguishing between primary and secondary research, identifying specific research interests, carrying out small scale research projects, collecting and analysing data and results, bibliographical techniques and the use of IT for research.

The beginning of the unit will equip the students to be able to formulate a research question, and build a comprehensive proposal to be able to carry out a research project. The students will also learn how to apply ethical considerations and issues with particular attention to ethical issue concerning minors and how to deal with these issues in a sound manner.

This unit will give students the opportunity to learn quantitative and qualitative research strategies. The course will focus on becoming familiar with these techniques and provide the students with skills of choosing an appropriate design for research question. Students will also learn the suitable method to analyse and interpret their data.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

1. *Choose an area of research in Exercise for Health.*
2. *Plan and prepare a piece of research that is realistic, organised and allows for adequate criticality.*
3. *Present succinct ideas, being autonomous in the selection of materials and adhering to academic principles.*

## **Unit: CSWBP-506-2102 Work-based Placement as an Exercise for Health Specialist in an Exercise for Health Setting**

**Unit level (MQF): 5**

**Credits: 6**

---

### **Unit Description**

The work-based experience is organized purposely to provide placement hours in the work-place in tangent with material covered over the academic year. The aim of the unit is to obtain hands-on experience of work with relation to the provision of exercise, health and fitness experience in an exercise for health setting. The learners will put into practice what they have been taught so far in a way that they help the community in the various aspects of exercise for health domain.

The unit will provide information on how learners should work within an established code of practice in an exercise for health setting including the provision of good client care and professional relationship. The benefits of exercise for the service users to be studied will also be discussed, while learners are encouraged to discuss their placement expectations and how they envisage that this would help with their career development. The work placement settings sought after this unit will be in the exercise for health domain such as sports rehabilitation clinics, sports teams, private businesses, and social entities amongst others. The role of learners on placement could take form in designing sports rehabilitation exercise programmes, promote healthy lifestyles, development of team building exercises, and promote exercise as a social means of entertainment.

The learner will be required to update the personal development portfolio created in preparation for the first year placement with the latest academic achievements and work experiences. The portfolio would typically include an updated CV, updated set of reference letters, presentation of extra courses/seminars/conferences and other related knowledge gathering experiences, sport portfolios as well an updated selected showcase of academic work. Finally, the learner should also include an abstract of the proposed long essay as part of the research portfolio.

The fulcrum of the unit is reached when learners actually undertake and deliver the planned sessions in their work-placement setting. During the work-placement experience, the learners will have a first-hand experience of course-related work environment and are expected to adhere to the rules and regulations of the placement provider and fulfil their role to their maximum potential. Finally, the learner will look back and reflect on the work-placement experience while identifying strengths and ways to retain them, as well as exploring weakness and way to improve them by providing real-life examples.

## Learning Outcomes

**On completion of this unit the student will be able to:**

- 1. Create a personal development portfolio in preparation for the work placement.*
- 2. Plan exercise sessions for a work-based placement in Exercise for Health.*
- 3. Undertake the assigned work-placement in an Exercise for Health setting.*
- 4. Monitor own progress throughout the work-based placement.*

## **Unit: CSSPT-504-2022 The Practice of Invasive and Non-Invasive Team Sport**

**Unit level (MQF): 5**

**Credits: 4**

---

### **Unit Description**

This is a practical based unit which is designed to provide the learner with working knowledge and understanding of practical invasive and non-invasive team sports.

Within its 40 contact hours, the unit is intended at providing learners with an overview of a minimum of 3 invasion games and 1 non invasion game. The following list of invasive and non-invasive team games is only indicative. However, it is important that when covering this unit, an effort is made to cover sports that are part of the current national PE curriculum.

Team games      Invasive: Football, futsal, Basketball, Handball, Netball, Tag Rugby  
Non-invasive: Volleyball, Badminton, Tennis

This unit allows the learner to develop an awareness of selected team sports and a greater understanding of the techniques, tactics and skills involved. The learner must demonstrate the ability to function within the rules of the selected team sports. Furthermore, it is imperative for the learners to apply their personal skills and tactical abilities with and for the team.

Learners need to be able to apply their abilities in both attacking and defending moments of the games. Furthermore, it is important for the learner to apply an appropriate transition from both moments. Hence, while it is necessary for the learner to demonstrate the basic technical ability of the game, it is also important for these abilities to be applied within the tactical structure of the game.

Learners are also expected to experience (follow) the selected team sports at least on a national platform. It is important for the learner to be able to follow and understand the technical and tactical aspects of the game. It is also important for the learner to understand the rules and regulations of the game.

By the end of the unit, learners are expected to be able to practically participate in a selection of team sports, by applying their skills in a tactical scenario. They are also expected to follow the selected team sports with a valid understanding of both the game and its officiating.



## Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the meaning of participation within the rules and regulations of selected team sports;*
2. *Demonstrate skills and techniques in a selection of invasion and non-invasion team sports;*
3. *Generate the right tactical and technical decisions as requested by the contextual nature of the game;*
4. *Assess the teams' and officials' performance on a national or international platform for a selection of team sports*

## Unit: CSEEH-602-2101 Concepts of Exercise for Specific Groups

Unit level (MQF): 6

Credits: 2

---

### Unit Description

The increase in health awareness in today's world has driven healthcare professionals to engage specific groups in the community in an exercise-based lifestyle. In this unit, learners are required to understand and practise their professional judgement in planning and preparing safe and effective exercise prescriptions for specific groups of participants.

It is to be kept in perspective, that while an Exercise for Health Professional may sometimes assume a supportive role in implementing such exercise plans written solely by other competent professionals in the interest of the client, they must also develop the professional competence necessary to write their own exercise plans for higher risk clients and patients, like participants in such groups.

This unit will specifically enable the learners to understand common health issues that could be prevented, improved and/or managed with exercise. It will then explore the various health-related benefits associated with exercise for these participants, and use the latest exercise-related evidence-based guidelines for each specific group to create a generic exercise plan while emphasising accountability and conformity to the guidelines.

The groups of participants being investigated are the young children, the ante-natal women, the post-natal women and the older adults.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify exercise-related benefits in relation to specific groups, namely young children, antenatal women, postnatal women, and older adults.*
2. *Analyse the common health issues and how these can be monitored and prevented in relation to specific groups, namely young children, antenatal women, postnatal women, and older adults.*

3. *Recognise the latest evidence-based exercise prescription guidelines for specific groups, namely young children, antenatal women, postnatal women, and older adults.*
4. *Create generic exercise sessions that are targeted for specific groups, namely Young children, antenatal women, postnatal women, and older adults.*

## **Unit: CSEEH-606-2102 Advanced Training Methods and Techniques**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

This unit is principally concerned with furnishing learners with the practical tools needed to carry out their work at this level of exercise specialisation. The methods and techniques available to the specialist must enable the design and implementation of exercise interventions to meet a wide range of advanced requirements of special client groups and populations.

Learners will gain the practical hands-on competences required by exercise specialists in selecting, applying, integrating, and ultimately demonstrating a range of advanced methods and exercises safely and effectively. Learners will practice these in practical settings and gain the confidence required to prescribe their use in a wide range of contexts.

Training methods and techniques commonly used in the EH field tend to develop from a range of sources, including the fitness, sport and rehabilitative sectors. Learners will explore these sources, and understand the purpose and process of a wide range of techniques that help promote their versatility and adaptability as specialised exercise professionals.

Many of the theoretical aspects of the course will culminate in this unit, where learners are expected to call upon a diverse knowledge base that includes anatomy, physiology, pathophysiology, biomechanics, fitness and rehabilitative goal-setting and communication skills, relating these to the methods and exercises eventually comprising the exercise prescriptions EH Specialists will ultimately deliver and supervise.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

- 1. Adhere to evidence-based guidelines from competent authorities when prescribing exercise methods and techniques for clients with a range of specialised health and fitness goals.*
- 2. Design a range of advanced exercise methods and techniques, explaining the purpose, process and application.*
- 3. Develop a range of advanced training methods and techniques.*

4. *Evaluate the application of a range of advanced exercise methods and techniques in specific exercise for health contexts.*

## **Unit: CSWBL-606-2101 Work-Based Placement in an Educational Setting**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

The work-based experience is organized purposely to provide placement hours tangent with material covered over the academic year. The aim of this unit is to obtain hands-on experience of work in relation to the provision of exercise, health and fitness experience in an educational setting.

The unit will start with a thorough preparation for placement including identifying several potential educational service providers that could take on exercise as the modifiable factor into improving their communities wellness. The learners will then be guided into updating and reinforcing their personal portfolio to be used as a referral document for their last placement and future job opportunities. The portfolio should include the learner's philosophy and goals of becoming an exercise for health professional, an updated Europass CV, at least three reference letters, presentation of extra-curricular courses/seminars/conferences, abstract of long essay, sport portfolios and achievements and a selected showcase of own academic work together with other related knowledge gathering experiences.

The unit will equip learners with proper ethical procedures and code of conduct of working within an educational setting. Moreover, learners will be able to identify the benefits of physical activity and sports participation within the placement setting, focusing directly on settings in the educational community clusters. Furthermore, this unit will encourage learners to discuss their placement expectations and how they envisage that this would help them with their career development. The work placement opportunities sought after in this unit, will be sports teams, schools amongst others. The aim of this placement is to promote exercise with different individuals within an educational setting and use it as a means to improve the overall health and well-being of the individuals. Learners on placement must understand the needs of the individuals being assisted, design exercise programmes that suit their needs, and deliver the sessions safely in a bid to improve the service users' quality of life.

During the work-placement experience the learners will have a first-hand experience of a work environment and are expected to adhere to the rules and regulations of the placement provider and fulfil their role at the expected standard in order to be a health and fitness ambassador. Finally, the learner will be required to look back and reflect on their placement experience while identifying strengths and ways to retain them, as well as exploring weaknesses and ways to improve them by providing real-life examples.

## Learning Outcomes

On completion of this unit the student will be able to:

1. *Prepare for a work-based placement in Sport, Exercise and Health, in an educational setting.*
2. *Plan exercise sessions for a work-based placement in line with the placement setting.*
3. *Create a personal development portfolio in preparation for the work placement.*
4. *Monitor own progress throughout the work-based placement.*

## **Unit: CSSPT-606-1701 Practical Coaching and Physical Activity Leadership**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

Coaching for physical activity leadership is an intricate and multi-faceted process which involves several forms of understanding, instructing, proficiency in sport skills and tactics. This unit will delve further into the theoretical and practical aspects of sports coaching, whilst also underpinning the pedagogical paradigms through social and cultural settings. These variables all contribute to the elements of coaching practices in order to prepare athletes and active people physically, mentally and technically.

Learners will also study the complex interaction in a specific setting between the coach, athlete and the training programme. Being aware that learning audiences vary through different settings, ages and abilities, this unit will also include approaches to deal with differentiated coaching exercises and games through the concepts of physical literacy. Moreover, learners will also be exposed to methods of reflective practice to evaluate their own physical activity leadership practice.

Key components of this unit will be further analysed; such as coaching principles, techniques, planning and delivery of an exercise routine, the foundation of training and fitness and performance analysis through team, individual sports and exercise for leisure. Professional links with governing bodies and sporting associations will be set-up in order to give learners hands-on experience whilst also giving them an opportunity to establish networking partners in the field.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

1. *Review and link the theoretical underpinnings and notions of practical coaching for physical activity leadership.*
2. *Demonstrate a clear understanding of the range of sociological, philosophical and psychological challenges in the coaching process.*
3. *Understand the concepts of ability, skill acquisition, session planning and self-reflection.*
4. *Practice key communication and interpersonal skills pertinent to the various roles of the sports coach.*



## **Unit: CSSPT-606-2101 Teaching and Learning in Sport and Physical Activity**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

The national strategic aim of instilling a culture of lifelong physical activity through sport and exercise needs to be supported by a qualified sport workforce equipped with the necessary knowledge, skills and expertise. This unit aims to cover the principles of teaching and learning in sport and physical activity through sport pedagogy and andragogy practices. Such processes will be delivered through Physical Education and Sport lectures where different teaching styles can be adapted to fulfil the learning and teaching intentions of the session.

Learners will have the opportunity to participate in various sports such as invasion and net games, as well as dance, and therefore, will also explore the pedagogical nature which is implemented by practitioners in Physical Education and Sport. The development of knowledge, together with key learning theories and notions will be explored in order to facilitate and evaluate learning during Sport lecture settings.

This unit will further build upon the concepts of planning, delivering and assessing exercise sessions from the previous year since it requires planning physical activity sessions through Sport for teaching and learning. These skills will be utilised in a wide spectrum of settings, different age groups and abilities. Furthermore, the domains of learning in physical activity and Sport will also be studied together with the basics and importance of the fundamental motor skills.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Apply key theories and paradigms of teaching and learning in Sport and physical activity.*
- 2. Show the importance of the fundamental motor skills in Sport and its' contribution to lifelong physical activity.*
- 3. Demonstrate the use of evidence-based research applicable to various pedagogy and andragogy approaches in Sport.*
- 4. Plan, execute and evaluate exercise sessions aimed at fulfilling the learning and teaching aims and objectives.*

## Unit: CSNTR-603-2102 Fundamentals of Sport and Exercise Nutrition

Unit level (MQF): 6

Credits: 3

---

### Unit Description

Sport and nutrition are strongly correlated both for the performance of the top-level athlete, and also for the individual who wishes to optimise the health benefits garnered through exercise in his/her leisure time. This unit will give further understanding, concepts and the use of theory of the impact of diet and exercise has on metabolic health and energy balance. However, society and scientists keep questioning to what is the ideal nutritional balance for optimal metabolic function and performance. This still is unclear and remains a subject to be debated.

Referring to scientific evidence, this unit aims to explore how nutrition composition influences the regulation of exercise performance, body mass and the physiological responses to endurance and resistance training. Sport and exercise professionals are required to understand the principles of nutrition for exercise in order to enhance the performance of the client, both for competition or leisure-time physical activity. Nonetheless, the legal conditions for referral from other health specialists must be clearly defined.

This unit offers an opportunity for learners to enhance their knowledge and understanding through networking with sport and exercise professionals. This will help them garner further exposure in the field to improve the skills required to work with the aim of giving the best possible service for the clients.

### Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the principles of exercise and the importance of nutrition which binds it to optimise both performance and health benefits.*
2. *Review the nutritional recommendations for exercise which has an impact on physiological adaptations, metabolic health and energy balance.*
3. *Recommend the correct amount, timing and type of nutrition composition for athletes and/or individuals who exercise for leisure.*
4. *Apply fundamental theories of nutrition to exercise, sport and health.*

## **Unit: CSEEH-603-2103 Functional Kinesiology and Physical Preparation**

**Unit level (MQF): 6**

**Credits: 3**

---

### **Unit Description**

Kinesiology is the study of sport, exercise and dance in relation to human movement. This unit provides the opportunity for learners to develop their understanding of theory and practice in exercise and health science.

Exercise health specialists are required to understand and improve the quality of life of persons with long-term life conditions, by providing insight, education, and also implement their practical experience. While exercise health specialists are expected to encourage effective exercise programs among clients and patients, the guidelines and conditions for referral from physiotherapists and occupational therapists must be clearly defined.

This unit takes an interdisciplinary approach to the study of human movement. Focussing on the combination of motion analysis and functional anatomy and the laws of physics that control or hinder motion. Such approaches would include functional anatomy, kinesiology, and biomechanics, exercise physiology, athletic training, sports medicine, sports administration, physical education and health promotion. The application of these units applies to both physical activities as well as exercise.

Learners are encouraged to network with other health professionals such as physiotherapists, doctors, gym managers, clinics and hospitals to develop the vocational skills required as an exercise health specialist.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Understand human movement and physical well-being throughout all age groups.*
- 2. Analyse the acute and chronic effects of exercise and how to apply this to a fitness program in a practical manner.*
- 3. Analyse movement and apply evidence-based practices to physical exercise programs subject to the clients' needs.*
- 4. Critically analyse problems through evidence based research.*

## **Unit: CSPSY-606-2101 Applied Sport and Exercise Psychology**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

This unit is intended to introduce learners to various ways in which psychological theory and research can be applied to real word situations. The component of this unit will assist learners in developing the confidence needed to embrace the psychological aspects and considerations of their work. Learners will begin by exploring some of the fundamental perspectives in psychology, with an emphasis on those centred around the education and development of children, and aging. Psychology for performance and motivational techniques are explored with a view to their practical application in the competitive sport or lifestyle coaching fields. The psychology of behaviour change is also included in the practical context of lifestyle change and weight loss with special focus on mentoring techniques. Finally, the basics of organisational psychology serve to compliment the management competences for learners pursuing management or entrepreneurial career paths.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

- 1. Understand basic techniques used by psychologists and sport psychologists.*
- 2. Critically analyse research, such as the psychological techniques used or is useful to practitioners.*
- 3. Examine mentoring techniques for behaviour change and healthy living.*
- 4. Motivate clients through various psychology and organisational psychology techniques.*

## **Unit: CSMGT-606-1702 Organisational Leadership and Events Management**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

The sports industry in Malta has been given more prominent attention during the past decades. Consequently, the demand for sporting events has also increased with the aim of promoting a physically active culture and mentality among the population. To leave a lasting impact, the sporting events need to provide a captivating experience for all the stakeholders, which include athletes, spectators, bodies of authority and sponsors.

This unit will further expand on the principles of organising and managing sporting events through the notion of interpersonal and intrapersonal skills, required for leadership. The analysis of other management skills such as administration, innovation, co-ordination and appraisal of different types of sporting events, will also be explored.

With reference to key concepts and theories applicable to organisational leadership of sporting events and associations, the importance of such variables in society will also be analysed. This unit offers an opportunity for learners to equip themselves with the necessary skills of technicality, expertise and knowledge in order to be confident to manage and lead a sporting event from start to finish.

### **Learning Outcomes**

**On completion of this unit the student will be able to:**

- 1. Examine different leadership theories and models as applied to a sports event management context.*
- 2. Understand the development involved in planning, organising and co-ordinating an event.*
- 3. Demonstrate analytical and leadership skills required during the running of a sporting event.*
- 4. Understand the process required for reflection and evaluation in order to improve the performance both on an individual and team level during a sporting event.*

## **Unit:CSSPT-606-2021 The Practice of Individual sports**

**Unit level (MQF): 6**

**Credits: 6**

---

### **Unit Description**

This unit intends to bring learners without qualified teacher status (QTS) closer to the realm of teaching and learning in the context of sport and physical education. Even in its most theoretical components, this unit aims at a distinctly hands-on approach. It also aims to acquaint learners more closely with the reality of teaching and learning sports and physical education through an integrated approach within the local schooling system.

This unit enables learners to obtain a broad understanding of mainstream educational theories, and critically evaluate how these can function alongside more specific theories in the pedagogical fields of sports coaching and physical education. Sports coaching and sports teaching models and methods, as well as experience a hands-on approach to applying this theoretical understanding will also be explored.

Learners will be introduced to the conceptualization of knowledge, pedagogy and instruction. They will explore epistemological positions of transfer and productivity as they occur in teaching and learning environments, and the philosophical positions of both teacher and student as interacting learners within the same learning environment.

Learners will be provided with a practical and a theoretical understanding of sports coaching and teaching. They will thus be in a position to evaluate the integration of general teaching and learning theories and models related to sports teaching and coaching, and physical education.

By the end of the unit delivery and assessment, learners will be able to plan sports coaching sessions and/or physical education lessons, firmly grounded in effectively applied sports pedagogical theories.

### **Learning Outcomes**

**Upon completing the unit, the student should be able to:**

- 1. Discuss a range of fundamental teaching and learning theories and approaches to teaching sports and physical education.*
- 2. Evaluate a range of methods, models and practices in coaching and teaching, in the context of fundamental teaching and learning theories.*

3. *Plan sessions based on established methods, models and practices in sports pedagogy and physical education.*
4. *Deliver theoretically sound coaching and physical activity sessions in a range of sports and physical education settings.*