



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	BSc (Hons) Physical Activity, Health and Wellbeing
	Subsidiary exit awards	BSc Physical Activity, Health and Wellbeing Diploma Higher Education [240 credits, SCQF level 8] Certificate in Higher Education [120 credits, SCQF level 7]
5	Programme Title	BSc Hons Physical Activity Health and Wellbeing
6	UCAS code (or other coding system if relevant)	4F56
7	SCQF Level	BSc (Hons) Physical Activity, Health and Wellbeing-level 10. BSc Physical Activity, Health and Wellbeing- level 9
8	Mode of delivery and duration	Normal Full time periods for completion: 4-6 years BSc (Hons) Physical Activity, Health and Wellbeing 3-5 years BSc Physical Activity, Health and Wellbeing
9	Date of validation/review	16 th April 2015

10. Educational Aims of the programme

- To provide a programme of study that develops a sound understanding of the issues and concepts related to physical activity, health and well being
- To develop the ability to integrate the many contributory disciplines in the analysis and interpretation of factors influencing individual and community engagement in physical activity, health and wellbeing
- To develop the capacity for critical, analytical, reflective and independent thinking needed to demonstrate effective problem solving and lifelong learning.
- To encourage a level of confidence and understanding of research that students can engage in critical argument, evaluate and apply relevant research, compare merits of alternative hypotheses and be able to undertake research themselves.
- To facilitate the progressive development in students of a range of transferable skills relevant to the world of work, including an awareness of dynamic nature of health and social care provision, a professional and ethical attitude to working with others and a commitment to life-long learning.
- To acquire skills for effective practice for enhancing health and wellbeing in different roles such as coaching, mentoring, facilitating, supporting, leading, and advocating.
- To be able to work collaboratively with diverse individuals, communities of place or interest and organisations to achieve change.

11. Benchmark statements/professional and statutory body requirements covered by the programme

Benchmark Statement: Health Studies, Quality Assurance Agency for Higher Education (www.qaa.ac.uk)

Code of Practice: Work based and placement learning, Quality Assurance Agency for Higher Education (www.qaa.ac.uk)

12. Learning Outcomes of the Programme

Learning outcomes

Year 1 SCQF level 7

- a) Demonstrate a knowledge and understanding of fundamental factors influencing the body's functions, metabolism and overall health.
- b) Demonstrate competence in basic skills in relation to: information and educational technology, analysis and interpretation of data, written and oral communication.
- c) Work with motivation and a degree of personal responsibility, demonstrate an ability to prioritise and effectively manage learning time, negotiate learning objectives and evaluate self-performance.
- d) Demonstrate competence in the core skills of professional practice when working with others:
 - Promote effective communication
 - Promote health, safety and security in the work setting
 - Develop your practice through reflection and learning
 - Promote the safeguarding of individuals

Year 2 SCQF level 8

On completion of year 2 the student will be able to:

- a) Demonstrate a sound knowledge and understanding of physical activity, health and wellbeing and related subjects at a depth, which enables evaluation from a scientific perspective.
- b) Further understand and integrate the fields of study.
- c) Demonstrate through the processes of analysis, evaluation and problem solving, an inquiring and investigative approach.
- d) Work more independently as individuals and also demonstrate ability to contribute effectively and constructively in teams and group work, in and outside of the university.
- e) Demonstrate an increasing level of skill in areas including information technology, data analysis and interpretation, written and oral communication.

Year 3 SCQF level 9

On completion of year 3 the student will be able to:

- a) Demonstrate a high level of knowledge and deep understanding of the scientific principles which underpin the multifaceted dimensions of physical activity, health and wellbeing.
- b) Demonstrate a sound integrated understanding of the application of theory to practice for influencing physical activity, health and wellbeing.
- c) Demonstrate further development of your professional practice reflexivity and effectiveness in community engagement.
- d) Demonstrate further development of transferable skills including the ability to extract, synthesise, and critically evaluate concepts, data and evidence with the ability to communicate these in appropriate ways.

Year 4 SCQF level 10

On completion of year 4 the student will be able to demonstrate key characteristics and aptitudes of an Honours graduate:

- a) A capacity for sustained, high level, team work, illustrated by successful design and implementation of a research project and submission of a project report which exhibits ability to interpret and critically evaluate methods and evidence.
- b) A sound knowledge, deep understanding and an integrated view of the complex inter-relationships involved in the physical activity, health and wellbeing of individuals, communities and populations
- c) Ability to work with others to solve problems through the application of appropriate theories, concepts and practical scientific expertise
- d) Ability to search and access information in relevant formats and sources, to recognize limitations of current evidence and hypotheses, and to identify potential avenues for future investigation.
- e) Display high order personal skills and attributes which are essential to potential employers including the ability to:
 - Demonstrate sensitivity to ethical implications of advances in physical activity, health and wellbeing related fields;
 - Manage their time effectively;
 - Communicate effectively in different media and situations;
 - Construct reasoned arguments and implement an evidence- based approach or practice;
 - Demonstrate independent learning and thinking;
 - Be imaginative and innovative in their approach to new situations and problems;
 - Contribute positively to group work;
 - Be flexible and creative within organisational and professional contexts.
- f) Demonstrate a clear understanding of the ethics and values of professionalism relevant to working in the field of physical activity, health and wellbeing
- g) Demonstrate in writing and orally their ability to integrate knowledge at all levels in order to achieve an understanding of the multidimensional nature of the relationships between physical activity, health and wellbeing
- h) An understanding of the economic, social and behavioural context to apply knowledge of health and wellbeing in order to optimize physical activity, health and well being of individuals, groups and populations.
- i) To have a level of knowledge which, in selected areas, is approaching the limit of contemporary knowledge.
- j) Demonstrate that they have the capabilities required to effectively apply their expertise in community engagement, enterprise and entrepreneurship to enhance physical activity, health and wellbeing

13. Teaching and learning methods and strategies

A variety of teaching and learning approaches are utilised which are tailored to the level of study, the specific learning outcomes of the module and the content of the module. All approaches aim to develop transferable skills and align with competences in the health studies benchmark statement. Approaches used include lectures, tutorials, laboratories, workshops, case studies; problem based learning, client and service user simulations, critical appraisal of scientific literature, on line discussions via the QMU virtual learning environment, community engagement and undertaking research, community development proposals and audit projects. Both directed and self directed work (individual and group) are utilised with the aim of developing a student centred and student led approach. Transferable skills are developed such as written and verbal communication, IT, presentation skills, research and dissemination skills, portfolio management and reflective practice. Students also undertake shared learning across programmes within the subject area and interdisciplinary learning across subject areas.

14. Assessment strategies

Assessment strategies are designed to be fair, valid, reliable, useful and transparent. Assessment strategies within the programme include written examinations, Practical and oral examinations, reflective writing, simulated case studies, laboratory report writing, presentations (group and individual), scientific research writing and posters. Peer and tutor assessment will be developed throughout the programme, and a professional development portfolio will be used to collate records of formative and summative assessments across modules in every year, and between years.

Assessment Pattern

Modules	Credit	Assessment
Year 1		
Cell Biology & Human Physiology	20	Multi-choice short answer - 50% Sem 1 Multi-choice short answer -50% Sem 2
Developmental Biology & Ageing	10	Unseen Written Exam -100% Sem 1
Interprofessional Education 1: Teams and team working	20	A collaborative group poster, presented to assessors. The mark for this part of the module assessment will include an element of peer assessment. -30% Sem 2 A 1500 word essay -70% Sem 2
Key Investigative Skills 1	10	Formative appraisal of IT competence. Written examination : short answers -100% Sem 2
Integrating module 1 - Physical activity, health and wellbeing	10	Group presentation related to exercise for a clinical condition studied in the module-50%. Sem 2 Individual report linked to the topic of the group presentation -50% Sem 2.
Working with others- Professional communication	10	Professional practice engagement Passport – peer assessed & tutor moderated (Pass- Fail). Sem 1 Professional Development Reflective Log (Pebble +) - 100% Sem 2
Introduction to physical activity (Gym instructor)	20	Formative: Practical assessment -one hour Sem 1 Summative: Professional development portfolio- 30% Sem 1. Oral viva 15 mins.- 70% Sem 1

Personal trainer in physical activity, health and wellbeing	20	Formative: Practical assessment -one hour Sem 2 Summative: Professional development portfolio 30% Sem 2 . Oral viva 15 mins 70% Sem 2
Year 2		
Health & Society	20	Group Report -50% Sem 2 Individual Essay -50% Sem 2
Key Investigative Skills 2	10	Formative Feedback – Proposed research question and rationale Project report (1000 words) -100% Sem 1.
Interprofessional Education 2: Professional roles and Interprofessional teamwork	20	PowerPoint presentation of an aspect of professional role-50%. Sem 1 A 1500 word essay -50% Sem 2.
Communicating and facilitating change	10	Reflective essay 1500 words -100% Sem 1
Determinants of Health	10	10 minute oral evidence based presentation, or equivalent 1500 word report Peer and tutor assessed -100% Sem 1
Health Issues in the Community	40	Portfolio of evidence of HIIC course participation HIIC course project presentations- 50% Sem 2 Weblog documenting a reflective account of community learning and development.-50% Sem 2
Integrating module 2- Professional practice in physical activity, health and wellbeing	10	Formative presentation of one case Sem 2 Summative : case based e-portfolio -100% Sem 2
Year 3		
Dissertation	10	4,000 word dissertation- 100% Sem 2
Interprofessional Education 3: Interprofessional working and person-centred care	20	Group presentation -40% Sem 2 The mark for this part of the module assessment will include an element of peer assessment. A 1500 word essay -60% Sem 2 There is a pass/fail component for contribution of extracts from the HUB discussion for the 1500 word essay.
Public Health Practice	10	2000 words Essay -100% Sem 1
Health education and promotion	10	Written plan for a campaign including method of evaluation (2000 words) -75% Sem 1 Presentation and defence of campaign- 25% Sem 1
Health Entrepreneurship	20	Production of a social enterprise business plan or personal career development plan (2000 words) – 60%. Sem 2 Critical reflective essay (1500 words) – 40%. Sem 2
Integrating module 3 – Contemporary practice in physical activity, health and wellbeing	10	Development of a portfolio to demonstrate the learning experience (clear individual sections showing the integration of learning by each student) -- 100% Sem 2

Psychosocial Aspects of Health Behaviour Change	20	Formative: 2000 word Group Case Study Report Summative: 2000 word group Case Study Report -100% Sem 2
Volunteering and Community Engagement year 3	20	Critical learning and engagement log maintained on Pebble Pad (2000 words) 100% Sem 2
Year 4		
Sustainable consumption	20	4,000 word report-100% Sem 1
Honours Project	40	Honours group research project- 80% Sem 2 Supervisor's mark- 20% Sem 2
Research process	0	Formative: The student will critically evaluate a topic for investigation by research and produce a brief research proposal which will demonstrate knowledge and understanding of the research area- 0% Sem 1
Volunteering and Community Engagement year 4	30	Group work submission: Community based proposal -60%; Proposal presentation and defence - 20% Sem 2; Independent work: EPortfolio critically reflective log of community worker competencies - 20% Sem 2
Understanding Leadership	20	Formative peer assessed presentation; Summative: reflective journal analysing leadership style (2000 words)-100% Sem 2
Integrating module 4 - Employability in physical activity, health and wellbeing	10	Formative review of proposed learning and development activity and module assessment Sem 1 Summative: Co-designed assessment of employability portfolio -100% Sem 2

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The programme is designed as a standard QMU Honours programme, based on a normal duration of 4 years full time study. Modules are delivered as single modules (10 credits) or multiples thereof, with each academic year consisting of 2 semesters, each having 60 credits of study.

Successful completion of:

- 480 credits from all 4 years lead to the award of BSc Hons Physical activity, Health and Wellbeing.
- 360 credits from the first 3 years of study lead to the award of BSc Physical activity Health and Wellbeing.
- 240 credits from the first 2 years of study lead to the award of Diploma in Higher Education.
- 120 credits from the first year of study lead to the award of Certificate of Higher Education.

Programme Structure

Module Title	Sem 1	Sem 2	total
Year 1			
Cell Biology & Human Physiology	10	10	20
Developmental Biology & Ageing	10		10
Interprofessional Education 1: Teams and team working	10	10	20
Key Investigative Skills 1	5	5	10
Integrating module 1 - Physical activity, health and wellbeing		10	10
Working with others –professional communication	5	5	10
Introduction to physical activity (Gym instructor)	20		20
Personal trainer in health and wellbeing		20	20
Year 1 total	60	60	120
Year 2			
Health & Society	10	10	20
Key Investigative Skills 2	10		10
Interprofessional Education 2: Professional roles and Interprofessional teamwork	10	10	20
Communicating and facilitating change	10		10
Determinants of Health	10		10
Health Issues in the Community	10	30	40
Integrating module 2- Professional practice in Physical activity health and wellbeing		10	10
Year 2 Total	60	60	120

Year 3				
Module Title	Sem 1	Sem 2	total	
Dissertation		10	10	
Interprofessional Education 3: Interprofessional working and person-centred care	10	10	20	
Public Health Practice	10		10	
Health education and promotion	10		10	
Health Entrepreneurship	10	10	20	
Integrating module 3 – Contemporary practice in Physical activity health and wellbeing		10	10	
Psychosocial Aspects of Health Behaviour Change	10	10	20	
Volunteering and Community Engagement year 3	10	10	20	
	Year 3 Total	60	60	120
Year 4				
Sustainable consumption	20		20	
Honours Project	20	20	40	
Research process			0	
Volunteering and Community Engagement year 4	15	15	30	
Understanding Leadership		20	20	
Integrating module 4 - Employability in Physical activity, health and wellbeing	5	5	10	
	Year 4 Total	60	60	120

The modules offered in year 1 (SCQF 7) are designed to provide a sound foundation in the knowledge skills and practice required to advise and prescribe exercise programmes for those unused to exercise. Embedded within these modules are the learning outcomes required for the award of Gym instructor, and Personal trainer (Register of exercise professionals (REPS)). Students will attend IPE 1 together with AHP and nursing students. The IPE modules in years 2 and 3 are also included in the programme to build on this understanding and development of shared communication and team working.

In year 1, core lectures from jointly delivered modules will be shared, with programme specific seminars where necessary for the following modules

- Cell Biology & Human Physiology
- Developmental Biology & Ageing
- Key Investigative Skills 1

The remaining modules in year 1 are programme specific and focus on the knowledge and skills required for working with others to promote physical activity for health and wellbeing. Students will be given opportunities to gain experience in the first year with healthy people who are unused to exercise. They will be supervised by suitably qualified staff.

The year 2 modules develop and broaden understanding of the themes of physical activity, health and wellbeing, professional communication and community engagement. Again some modules will be shared:

- Key Investigative Skills 2
- Interprofessional Education 2: Professional roles and Interprofessional teamwork
- Communicating and facilitating change
- Determinants of Health

The programme specific modules focus on working with others both individually and in groups. Health is explored in more depth both theoretically and in practice. The integrating module builds on existing understanding of working with others and develops the theoretical understanding of supervision and instruction in physical activities for a range of patients presenting with various physical and mental health conditions.

The community engagement module, Health Issues in the Community, offers an innovative approach to learning with local people attending the classes together with the students. The students will then join with those members of the local community to undertake a community based project. In order to meet SCQF level 8 learning outcomes, the students will complete an additional reflective learning log on their experiences and learning from working together with others on this community based project. .

In year 3 and 4 the focus moves from working with individuals to groups and at each year over 200 hours of student effort is given for experiential learning, developing skills and knowledge in community engagement.

Public Health Practice and Health promotion and education (year 3 Sem 1) build on Health in society and Communicating change in year 2, and support the experiential modules running throughout year 3 (Health entrepreneurship and Volunteering and community engagement).

Collaborative group working is a key feature of the programme and these skills will be developed from the first year. Peer review and collaborative peer and tutor assessment skills will also be developed through the programme.

In the final year, Sustainable consumption provides a view of global and environment health and wellbeing, and Understanding leadership is designed to refine and enhance students' professional identity and practice. The final 10 credit module in year 4, Employability, provides students with the opportunity to demonstrate graduate level skills in professional development. Together with tutors they will codesign their own learning journey and assessment within this module.

Physical activity underpins human health and wellbeing in all its forms and expressions. Optionality is embedded throughout the programme. The many different modes of physical activity and the relationship these modes have with health and wellbeing will be explored in all years of the programme. This breadth of context requires that the module assessments are designed to give the students the flexibility to choose topics that they are interested in. This flexibility increases over the years of the programme to year 4 where only 2 modules have tied to specific content, and even in these two modules (leadership and sustainable consumption) the assessments relate to the student's own experience and interests.

16. Criteria for admission

Typical entry

- Scottish Higher: BBB or 195 UCAS Tariff points
- A Level: BB or 200 UCAS Tariff points
- Irish Leaving Certificate: BBB or 195 UCAS Tariff points
- International Baccalaureate: 26 points

Additional requirements

English, Maths and Biology at Higher/A Level or equivalent; and Biology Maths and English at S/Int2/GCSE level.

FE, Access and Health and Social Care Academy students

- Mature/Access: SWAP Access to Science. We also welcome applications from mature students with relevant qualifications in Health and Social Care, Fitness, Health and Exercise together with related vocational experience.
- Year 2 Direct Entry: HNC Health or Social Care, or similar qualification and vocational experience are considered*.
- Year 3 Direct Entry: HND Health or Social Care, Fitness, Health and Exercise or similar qualification and vocational experience are considered*.

Students enrolled on the QMU Health and Social Care Academy will be considered for entry into this programme*. ¹ <http://southeastscotlandacademies.org/health-and-social-care.html>

*Each application is assessed on its individual merits and prospective students are encouraged to call the Admissions Tutor to discuss the options.

Over and above these requirements the standard precepts of the University Admissions Regulations apply. These can be found on the QMU Quality website at: <http://www.qmu.ac.uk/quality/documents/Admission.pdf>.

Specific mention is made in Section 7 of the institutional Admissions Regulations regarding the admission of disabled applicants.

A satisfactory criminal records check is required. Up to date immunisation including Hepatitis B.

17. Support for students and their learning

- **Personal Academic Tutors**- (assigned to all students during your induction week) offer advice and guidance about any issue affecting the student's studies.
- Personal Development Portfolios
- Student handbooks
- Representation through Student-Staff Committees
- Access to Student Learning Services, Library and IT support. The **Effective Learning Service** offers individual advice as well as group workshops and resources. The **Learning Resource Centre** has a useful website with full guidance on the full range of books and online resources available, as well as details of workshops on how to use the LRC effectively. **Student Services** at QMU offers a range of support and guidance for students including Careers and Employment Service, Counselling Service, Disability Service, Medical Service, Student Finance Advice.

- **International Office** provides central support to international students, and there is also local support from Dr Douglas McBean, the DNBS International Students' Coordinator.
- **QMAdvance**: is an optional course, which helps new students to ease their way into life and study just before the first semester (the first block of study up to Christmas) officially commences. QMAdvance has been designed to give participants the opportunity to meet and spend time getting to know other new students who have also come to QM via an access course, another course at a college or straight from employment. The course aims to ensure that participants feel confident in their abilities while giving early access to a range of key services and staff. This course is run by our Transition & Pre-entry Guidance Adviser and our Effective Learning Adviser who liaise with other departments to ensure that the programme offers an informative and confidence-building introduction to QMU. The course takes place over 3 days, just before the start of semester each year, and is advertised to new students over the summer
- **QMConnect** - Student Mentoring Project. This offers new students (including direct entrants to Level 2 or 3), the opportunity to be matched with a trained student mentor. Mentors are usually students who are studying the same or a similar course.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>