



Queen Margaret University
EDINBURGH

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

1	Awarding Institution	Queen Margaret University
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	Mode of deliver y 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

- x To provide a programme of study that develops a sound understanding of the issues and concepts related to physical activity, health and well being
- x 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
- x To develop the capacity for critical, analytical, reflective and independent thinking needed to demonstrate effective problem solving and lifelong learning.
- x 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.
- x 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.

x

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:
 - x Promote effective communication
 - x Promote health, safety and security in the work setting
 - x Develop your practice through reflection and learning
 - x 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:
 - x Demonstrate sensitivity to ethical implications of advances in physical activity, health and wellbeing related fields;
 - x Manage their time effectively;
 - x Communicate effectively in different media and situations;
 - x Construct reasoned arguments and implement an evidence- based approach or practice;
 - x Demonstrate independent learning and thinking;
 - x Be imaginative and innovative in their approach to new situations and problems;
 - x Contribute positively to group work;
 - x

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

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

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

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Programme Structure

Module Title	Sem 1	Sem 2	total
Year 1			
Cell Biology & Human Physiology	10	10	20

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				

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- x International Office provides central support to international students, and there is also local support from Dr Douglas McBean, the DNBS International Students' Coordinator.
- x 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
- x 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/>