Module code: MOD011102	Version: 1 Date Amended: 02/Jun/2025

1. Module Title

Behavioural Science for Exercise and Health

2a. Module Leader

Andi Seago

2b. School

Faculty of Health, Education and Social Care at ARU Peterborough

2c. Faculty

ARU Peterborough

3a. Level

5

3b. Module Type

Standard (fine graded)

4a. Credits

15

4b. Study Hours

150

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This 2nd year module introduces a range of psychological explanations of the lifestyle choices people make and develops your understanding of behaviour change. It explores the theoretical and practical aspects of behaviour change related to exercise and health to provide a comprehensive understanding of the psychological, social, and environmental factors influencing physical activity behaviour. You'll learn how to apply evidence-based behaviour change techniques to promote and maintain exercise adoption. The module emphasizes the development of practical skills in designing, implementing, and evaluating behaviour change interventions across diverse populations and settings. To do this, we'll approach one of the 4 key pillars within sport and exercise science; psychology. Case studies are used to contextualise your learning from real-world scenarios. Through a combination of lectures, practical and team-based learning sessions you will develop an understanding of how behaviour change can help to support and motivate sedentary individuals to exercise more and what psychological factors may influence how we motivate sedentary individuals to exercise.

6b. Outline Content

The indicative module content will cover the following key areas:

- **Theories and Models of Behaviour Change:** Exploring key theories such as the Theory of Planned Behaviour, Social Cognitive Theory, Transtheoretical Model, and Self-Determination Theory.
- **Determinants of Physical Activity Behaviour:** Examining the psychological, social, environmental, and biological factors that influence exercise adoption and maintenance.
- **Behaviour Change Techniques:** Learning about evidence-based techniques such as goal setting, self-monitoring, feedback, reinforcement, motivational interviewing, and cognitive restructuring.
- **Designing Behaviour Change Interventions:** Developing practical skills in designing, implementing, and evaluating interventions to promote exercise and health.
- **Tailoring Interventions:** Considering individual and contextual factors, including age, gender, culture, socioeconomic status, and health status.
- **Promoting Long-Term Adherence:** Strategies for maintaining physical activity behaviour over time, including relapse prevention and building self-efficacy.
- **Evaluating Behaviour Change Interventions:** Methods for assessing the effectiveness of interventions, including process evaluation and outcome evaluation.
- **Ethical Considerations:** Addressing ethical issues related to behaviour change interventions, including informed consent, privacy, and cultural sensitivity.
- **Specific Populations and Settings:** Applying behaviour change principles to promote exercise in specific populations (e.g., children, older adults, individuals with chronic conditions) and settings (e.g., schools, workplaces, communities).

6c. Key Texts/Literature

The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources

None

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a critical understanding of behaviour change theories and their application to exercise and health.
2	Knowledge and Understanding	Critically evaluate the evidence base for different behaviour change strategies.
3	Intellectual, practical, affective and transferrable skills	Develop and justify tailored behaviour change plans for specific individuals or groups.
4	Intellectual, practical, affective and transferrable skills	Apply behaviour change techniques to design and implement effective interventions.

8a. Module Occurrence to which this MDF Refers

Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence

Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	30	1-4	3hrs of lectures for 10 weeks
Other teacher managed learning	6	1-4	Formative based sessions and Seminar/ workshops
Student managed learning	114	1-4	Canvas based discussion boards and tasks
TOTAL:	150		

9. Assessment for the above Module Occurrence

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)
Behaviour change case study (2500 words equivalent)					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment as specified above
(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]