

European Bachelor Physical Activity and Lifestyle



# European Bachelor Physical Activity and Lifestyle (PAL)



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## Preface

In Europe and beyond, the impact of lifestyle related health problems requires new approaches. Combined interventions, with an emphasis on sports and physical activity, can play a major role in enhancing a healthy lifestyle for European citizens. For the development, implementation and evaluation of such interventions a new professional is needed, the 'Physical Activity and Lifestyle professional'. In Europe there is no specific education programme on a bachelor level to educate and train these professionals.

In 2010, the Erasmus programme approved our proposal for the development of a new European bachelor programme entitled 'Physical Activity and Lifestyle Counselling'. From 2010-2013, the consortium containing eight partners developed a 3-year bachelor programme and pilot tested three semesters.

While in most participating countries, 'counsellor' and 'counselling' is a protected medical task and profession, the steering group decided to change PALC into PAL. For the implementation phase and throughout this study guide we therefore use PAL and PAL professional.

We thank the Erasmus programme for supporting this unique initiative and we hope many students and lecturers will participate in the European Bachelor PAL programme and gain intercultural experiences, mobility, and ultimately contribute to a healthier European society.

Johan de Jong, PhD  
On behalf of the PAL(C) consortium



# Study guide Physical Activity and Lifestyle

## Index

Study guide Physical Activity and Lifestyle	5
Index	5
Rationale	7
Identity	9
Core characteristics	9
Description of occupation of the Physical Activity and Lifestyle Professional	11
Prevention level	11
Intervention	11
Key tasks of the PAL professional	13
Key tasks	13
Key task 1: Changes the behaviour of clients within the domain of sports, physical activity and other lifestyle factors	14
Key task 2: Develops and advises on the basis of research on strategy and policy in sports, physical activity and other lifestyle components	16
Key task 3: Develops, positions and supervises sports, physical activity and lifestyle programmes	20
Key task 4: Gathers, develops and disseminates knowledge of sports, physical activity and lifestyle programmes, organisations and services	23
Key task 5: Manages the daily business of an organisation related to sports, physical activity and lifestyle	24
Key task 6: Creates opportunities and generates resources for sports, physical activity and lifestyle programmes	26
Roles, levels and dimensions of PAL professional	29
Professional roles of PAL professional	29
Levels and dimensions of PAL professional competences	29
Competences at four levels	33
Competence description standard	35
A. Personal and interpersonal competences	35
PAL-1 'Reflection'	35
PAL-2 'Professional orientation'	36

B. Instrumental competences in three dimensions	38
PAL-3 'Assessing'	38
PAL-4 'Changing behaviour'	39
PAL-5 'Research'	41
PAL-6 'Develop & Innovate'	42
PAL-7 'Entrepreneurship'	43
PAL-8 'Policy making'	44
Competences through the study years	45
Basic Programme	47
Health Enhancing Physical Activity	55
Changing behaviour	61
Nutrition (Exchange semester)	67
Policy & entrepreneurship	71
Final project	79
The final project	81
The research task	82
The development task	82
The implementation task	82
The evaluation and presentation tasks	82
Acknowledgment	83

# 1

## Rationale

Lifestyle-related health problems such as obesity, diabetes mellitus type 2, several forms of cancer, heart disease and other adverse conditions are increasing public health problems which cause an enormous burden for the EU society (European Health Report, 2009). From the lifestyle factors of smoking, alcohol consumption, unhealthy nutrition, stress and physical inactivity, the latter causes 9% (range 5.1-12.5%) of premature mortality or more than 5.3 million of the 57 million deaths that occurred worldwide in 2008 (Lee, Shiroma, Lobelo, Puska, Blair & Katmarzyk, 2012).



If physical inactivity decreased by 10% to 25%, more than 533 000 to 1.3 million deaths, respectively, could be averted every year. Blair (2009) even described physical inactivity as the largest public health problem of the 21<sup>st</sup> century. Despite the negative sides of physical inactivity, a positive point of view is that it is preventable.

There is increasing evidence that for effectively battling lifestyle-related health problems, combined lifestyle interventions show the best results (Loef & Walach, 2012). However, stimulating physical activity and a healthy lifestyle at individual, group and community level is a complex task and a process that should be guided, coached and stimulated by qualified professionals who are trained in applying combined lifestyle

interventions.

In Europe, as far as we know, there is no specific education programme on a bachelor level available to educate and train these 'new' professionals that are very urgently needed for the battle against physical inactivity and other unhealthy behaviours.

Therefore, a proposal for the development of a



new European bachelor programme entitled 'Physical Activity and Lifestyle Counselling' was developed and submitted by the Hanze University of Applied Sciences Groningen to the Lifelong Learning Programme, part of the

Erasmus programme and accepted in 2010 (510029-LLP-1-2010-1-NL-ERASMUS-ECDSP).

Aim of this multinational project was to develop a new 3-yr competence-based European bachelor programme consisting of 6 semesters. The short-term impact of this project will be the deliverance of new professionals specialized in physical activity and lifestyle. The long-term impact of this project is a decrease of physical inactivity and an increase in health-related outcomes and quality of life of European citizens.

Blair SN. Physical inactivity: the biggest public health problem of the 21<sup>st</sup> century. *British Journal of Sports Medicine* 200;43:1-2.

Lee IM, Shiroma EJ, Labelo F, Puska P, Blair SN & Katzmarzyk PT. Effect of physical inactivity on major non-communicable diseases worldwide: an analysis of burden of disease and life expectancy. *The Lancet* 2012;380(9838):219-229.

Loef M & Walach H. The combined effects of healthy lifestyle behaviors on all cause mortality: A systematic review and meta-analysis. *Preventive Medicine* 2012;55:163-170.

The European Health Report 2009  
([http://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0009/82386/E93103.pdf](http://www.euro.who.int/__data/assets/pdf_file/0009/82386/E93103.pdf))

# 2

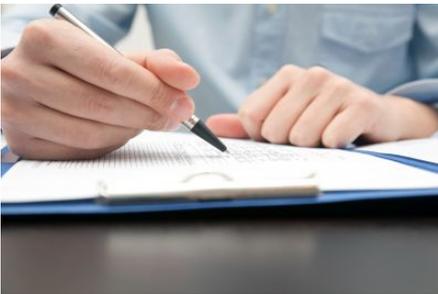
## Identity

The PAL programme leads to a Physical Activity and Lifestyle Counsellor (PAL professional) that is a higher educated professional that can fulfil the qualifications for higher education in general as well as qualifications, which differentiate him from others.

The Physical Activity and Lifestyle professional possesses competencies to deliver professional products aimed at improving the client's health. The PAL professional operates in the areas of primary, secondary and tertiary prevention. The main forms of interventions applied are physical activity and behavioural change. This intervention takes place within the settings recreation/sports, work, and care.

## Core characteristics

Core characteristics of the new profession are developing, organising, implementing and evaluating lifestyle programmes (including active counselling) with special attention for physical activity and populations whose health is more likely to be at risk. No medical methods are used (the professional works on a preventive or cure-supportive basis).



The PAL professional should be able to “perform” combined lifestyle interventions in a broadly-oriented, all-round professional way. Operational tasks such as counselling on lifestyles with a special

focus on changing physical activity behaviour are combined with organisation and project management but also with basic applied research skills. This profession is carried out in different settings and good communication with other professionals in the field is therefore necessary. This all-round professional is educated and trained in the following subjects:

- ★ Unhealthy behaviour (**PANSAS-lifestyle factors**)
  - ✓ Physical Activity
  - ✓ Nutrition / Dietary habits
  - ✓ Smoking
  - ✓ Alcohol consumption
  - ✓ Stress reduction
- ★ Combined interventions in the private and public area (work and care setting)
- ★ Development and implementation of programmes
- ★ Project management
- ★ Using different counselling techniques for lifestyle change
- ★ Evaluation/research
- ★ Intake and tests
- ★ Effect of the study
- ★ Determine cost effectiveness
- ★ Focus on special groups
- ★ Children, adults, the elderly
- ★ Healthy: elite sports, rehabilitation, integration
- ★ Unhealthy people: obesity, diabetes mellitus, cardio vascular risk, COPD, stress

# 3

## Description of occupation of the Physical Activity and Lifestyle Professional

The PAL professional possesses the required competences to develop and deliver professional products/interventions aimed at improving a client's health across a wide range of lifestyle factors.

### Prevention level

The PAL professional operates in the areas of primary, secondary and tertiary prevention in a range of long-term conditions.

### Intervention

Interventions aim to enhance the PANSAS lifestyle factors<sup>1</sup> with an emphasis on physical activity.

These one-dimensional or combined lifestyle



interventions target individuals (one-on-one counselling and/or motivational interviewing) or groups (intervention mapping). The settings in which the interventions are offered are the places where clients

spend most of their time, namely the workplace, the healthcare setting and leisure-time/sports venues.

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<sup>1</sup> The PANSAS lifestyle factors are Physical Activity, Nutrition, Smoking, Alcohol and Stress.



# 4

## Key tasks of the PAL professional

Key tasks describe the essence of what the professional does. They are distinctive and meaningful parts of the profession. Each key task will be described based on several relevant elements (process, roles and responsibilities, complexity, stakeholders, tools, quality of process and result, choices and dilemmas). These descriptions serve as tools for formulating the professional competences of PAL. Finally, there is no hierarchical order for the key tasks.

The PAL professional acts within the following characteristics and meaningful elements of the profession:

### Key tasks

The Physical Activity and Lifestyle professional:

1. Changes the behaviour of clients within the domain of sports, physical activity and other lifestyle factors;
2. Develops and advises on the basis of research on strategy and policy in sports, physical activity and other lifestyle components;
3. Develops positions and supervises sports, physical activity and other lifestyle programmes;
4. Gathers, develops and disseminates knowledge on sports, physical activity and lifestyle programmes, organisations and services;
5. Manages the daily business of an organisation related to sports, physical activity and lifestyle;
6. Creates opportunities and generates resources for sports, physical activity and other lifestyle programmes.

## Key task 1: Changes the behaviour of clients within the domain of sports, physical activity and other lifestyle factors

### Process

The PAL professional ensures that the client(s) will be counselled at a high level of quality. This means that the PAL professional realises health benefits in a structured way that is linked to the objectives and needs of the client(s). The PAL professional takes care of optimal conditions such as, for instance, a theoretically well-designed intake phase and counselling programme, adequate budget and material and periodic reporting to the client. A result of the counselling programme may be that the PAL professional manages a team of experts in the fields of nutrition (dietitians), sports/physical activity and training (sports instructors), and behaviour (social work, psychologists).

The PAL professional informs clients regarding health-related advice. This advice may range from the operational to the policy level. The advice and information offered aim at achieving health benefits through behavioural change. The advice is based on a thorough analysis of the initial situation combined with the wishes and needs of the client(s). In the advice the PAL professional takes into account its financial and organisational consequences.

After a detailed analysis of the initial situation and identifying the goals and wishes of the client, the PAL professional initiates and/or develops a tailored intervention for the client. These programmes focus on behavioural change with respect to sports, physical activity, and lifestyle factors including nutrition. In the development of the intervention he integrates the latest national and international (scientific) developments and insights.

### Role and responsibilities

The PAL professional usually works as an employee for a client or sponsor and is accountable to them. If he fulfils a function as an employee, he is



accountable to his immediate supervisor or in any other manner prescribed by the organisation.

### Complexity

The implementation of an intake phase and/or sports, physical activity or lifestyle programme for clients to realise health benefits is influenced by a number of factors. For this key task the following complicating factors may appear:

- ★ The cognitive level of development of the client(s);
- ★ The initial fitness or health status and injuries of the client;
- ★ The living conditions and social environment of the client;
- ★ The cultural background of the client;
- ★ Differences in values, standards and attitudes;
- ★ Maintaining motivation;
- ★ The programme is not in line with the question;
- ★ Tension between desired and actual results;
- ★ The financial situation of the client;
- ★ The structure and culture of the organisation;
- ★ (Un)Availability of finances;
- ★ Priority of health promotion within a company.

### Stakeholders

In the light of this key task the PAL professional has to work with the client or sponsor, colleagues, medical professionals, family of the client, employees (if the client represents a company), insurance companies, and employers.

### Resources

In addition to this key task the following resources may be useful: research results, market research, reference works and reports, computer, internet, national guidelines, laws and regulations, training and courses, journals, applied scientific national and international literature, etc. Furthermore, the PAL professional uses various advisory and information methods as well as multimedia.



## Challenges

The challenges concerning this key task are

- ★ Wishes and needs of the client versus the organisation employing the Physical Activity and Lifestyle professional;
- ★ Societal and social obligations versus training times and training efforts;
- ★ Whether or not involving people from the (social) environment of the client;
- ★ The level of the client's ambition versus realistic goals;
- ★ Good match between the information/knowledge for different target groups;
- ★ Costs versus profits;
- ★ Local, regional, and national laws and regulations.

## **Key task 2: Develops and advises on the basis of research on strategy and policy in sports, physical activity and other lifestyle components**

### Process

The Physical Activity and Lifestyle professional uses the policy cycle aiming at the continuity and quality of the sports, physical activity and lifestyle repertoire and/or of the organisation and ensures the continuation of the development of this organisation. The policy cycle consists of four phases: policy preparation, decision-making, policy implementation, and evaluation of the policies. The policy may refer to the quality of the (sports) organisation as well as to the sports, physical activity or lifestyle programme. Generally, it concerns long and short-term policy. That means that the PAL professional contributes to the mission and vision of the organisation and is able to translate this into a long-term policy plan. The PAL professional is sensitive to developments in the organisation (strengths and weaknesses), as well as to external trends and developments in the field of sports, physical activity and lifestyle (opportunities and threats), and translates this into possible policy. The wishes and needs of the consumers form one of the starting points for the development of such policy.



This means he writes proposals and notes for the board/management in which this long-term planning is expressed. This may imply that further research is needed. In that case, the PAL professional formulates one or more research questions and manages the process so the research will be carried out. On the basis of the results, new recommendations and policy proposals are formulated.

The PAL professional also prepares meetings that are important for the decision-making process and answers questions about the content and the feasibility of the proposed policy.

He demonstrates, oversees and is aware of the field of sports, physical activity and lifestyle. When the policy proposal is adopted, the PAL professional initiates the implementation phase of this policy. The PAL professional translates the long-term policy plan into various part subplans so that the implementation becomes controllable. That means that:

- ★ He communicates the policy within and outside the organisation and in that sense is an ambassador of the organisation;
- ★ He shapes the organisation or arranges processes to achieve results in line with the policy;
- ★ He stimulates employees and internal and external actors to carry out the policy in practice;
- ★ He monitors the quality of the policy development and implementation.

Where necessary, the PAL professional cooperates with other actors in the field. Because the PAL professional is an ambassador of his organisation, he participates in and maintains relevant (political) networks. Periodically, he evaluates the mission, vision and the executed policy, and when necessary and appropriate, he develops proposals for revision of the policy and strategy.



### Role and responsibilities

The PAL professional is responsible for the complete policy cycle, supervises this process, and sometimes makes decisions about policy. The PAL professional is primarily busy with the development and implementation of mid and long-term policy. He is co-responsible for this policy and supervises its practical realisation.

### Complexity

The PAL professional is directly involved in the policy cycle of the entire organisation and/or in the development of sports, physical activity and lifestyle programmes. The PAL professional is faced with complex and versatile problems, which usually need a tailored and individual solution. That means he is not just following standard procedures, but is especially occupied with developing new solutions and procedures.

### Stakeholders

To develop and implement the policy, the PAL professional has to deal with actors ranging from internal to external and from regional to (inter)national actors, such as management, governance, customers/sports consumers, employees, the European Commission, national government, local authorities, city council, committee on sports, service planning, event organizers, consultancy firms, neighbourhood residents and associations, interest groups and social groups, coaches/trainers, fellow managers of other sports organisations, associations and federations, businesses, local sports councils, people implementing activities, and networks and sponsors.

### Resources

To develop and implement the policy, the PAL professional can use management information systems, evaluation methodologies, evaluation and progress reports, research, market research, benchmarking, customer satisfaction research, reference works, research, industry associations, national guidelines, laws and regulations, and training and trade journals.

## Challenges

When developing and advising on policy, the PAL professional must take into account the following points:

- ★ The (ever-changing) interests and preferences of the management, employees, politics, shareholders, and above all the clients;
- ★ The increasing need for a comprehensive strategy and policy;
- ★ The financial possibilities and limitations;
- ★ The technological developments;
- ★ The accessibility and segmentation of target groups and the possible communication capabilities;
- ★ The available time, deadlines, the high pace of new developments, permanent development;
- ★ The (commercial) result;
- ★ The law and regulations.

The PAL professional should anticipate on any possible tension between the above-mentioned issues and make choices within the established policy framework itself and, where necessary, proposals for new policy.

In addition, the PAL professional needs to be aware



that his work is not only determined by incidental matters but that he should also be able to work on the long-term objectives. He should keep in mind that he not only carries out the

practical implementation of the policy but that he also delegates tasks.

### Key task 3: Develops, positions and supervises sports, physical activity and lifestyle programmes.

#### Process

The PAL professional offers up-to-date sports, physical activity and lifestyle programmes that are tailored to the wishes and needs of the target group and contributes to the realisation of the goals of the organisation. The PAL professional develops sports, physical activity and lifestyle programmes within existing policy frameworks. To this end, the PAL professional first searches and gathers reliable and evidence-based information about important characteristics, wishes and needs of



certain target groups. If necessary, he carries out market research. The PAL professional formulates proposals for improvement and innovation of sports, physical activity and lifestyle programmes. These proposals also address the preconditions needed to realise these programmes, such as accommodation, materials, management, personnel, organisation, budget, etc. After a GO decision, the PAL professional implements these programmes.

This includes:

- ★ Recruiting participants/members;
- ★ Positioning of the organisation(s) that offers the sports, physical activity and lifestyle programmes;
- ★ Communicating about the programmes: developing and implementing a marketing plan, getting media attention etc. In this he may be supported by a marketing department or internal and external advisor(s);
- ★ Stimulating further development of new sports, physical activity and lifestyle products;
- ★ Raising funds and sponsors;
- ★ Maintaining external contacts;
- ★ Organising the sports, physical activity and lifestyle activities;
- ★ Coaching/counselling of (various) target groups in the sports, physical activity and lifestyle activities;
- ★ Fine-tuning – where possible and meaningful – of services and activities with regional/ (inter)national actors.

The PAL professional regularly evaluates the sports, physical activity and lifestyle programmes and, when necessary, produces proposals for updates. Furthermore, he monitors the quality of the programmes.

### Role and responsibilities

From executive boards/ management/ governance/ other organisational bodies, the PAL professional receives assignments to develop and periodically adjust sports, physical activity and lifestyle programmes within the policy framework. The PAL professional has considerable freedom to act independently regarding developing and implementing the programme(s) within the given assignment and the accompanying deadlines.

### Complexity

The complexity of the development, coordination, and positioning of the sports, physical activity and lifestyle programme(s) depends on:

- ★ The intended target groups;
- ★ The goals;
- ★ The content of the sports, physical activity and lifestyle programmes;
- ★ The size of the organisation;
- ★ The interest of the parties involved;
- ★ The political and policy regulations.

In general, the PAL professional works in a complex environment and is responsible for the overall programme. The PAL professional develops and implements sports, physical activity and lifestyle programmes. This work mainly exists of routine actions and procedures, but also requires creativity for solution-oriented thinking regarding the design and layout, the various parties involved, and the implementation. This may result in the development of new procedures.

### Stakeholders

When the PAL professional is developing, coordinating, and positioning programmes, he is especially active at the strategic level. This means that he cooperates and negotiates with relevant stakeholders, such as fellow professionals, staff,



departments, administration, management, employees (paid and unpaid), clients, educational institutions, scientists, researchers (trainees), various policy makers, industry, associations, municipalities, federations, district and area managers, marketing and advertising agencies, and event organisers and business (sponsoring).

### Resources

In the process of developing, coordinating and positioning of sports, physical activity and lifestyle programmes, the PAL professional may use marketing and PR plans, communication tools including social media, market research, trend analysts, local and (inter)national policy (sports, physical activity, lifestyle and health), international developments, sports attributes, and accommodation and facilities.



### Challenges

When developing, coordinating and positioning the sports, physical activity and lifestyle programmes, the PAL professional should be aware of:

- ★ The increasing demands of the potential participants;
- ★ The increasing competition of other leisure-time activities and organisations in the field of sports, physical activity and lifestyle;
- ★ Conflict of interests, such as idealistic versus commercial results;
- ★ The internal and external support for the sports, physical activity and lifestyle programmes;
- ★ The public image of the organisation;
- ★ The results in the short and long term (for example guarantees for the continuation of the sports, physical activity and lifestyle programmes);
- ★ Bureaucratic rules, (local) laws and regulations.

## Key task 4: Gathers, develops and disseminates knowledge of sports, physical activity and lifestyle programmes, organisations and services

### Process

The PAL professional describes specific and clear research questions and if necessary formulates one or more hypotheses. He conducts literature research and chooses or develops a manner of measurement, such as for instance questionnaires or surveys. The PAL professional collects, records, analyses and interprets data and draws valid conclusions, and is able to place these in a broader context. The PAL professional also translates results of scientific research into the own organisation. By means of these skills the PAL professional develops a research attitude on which he bases his professional actions. Ultimately, he is capable of sharing this (new) knowledge with other professionals in an appropriate way.

### Role/responsibilities

The PAL professional is responsible for asking relevant research questions. He contributes to the conducting of research and the interpretation and sharing of research results.



### Complexity

The complexity of this key task depends on the complexity of the research question and the scientific information that is already available. The work consists partly of standard procedures, but also demands new and innovative approaches.

### Stakeholders

In the research process the PAL professional may work together with researchers, internal and external advisors, colleagues, and administration/management.

### Tools

When conducting research, the PAL professional uses a variety of literature (scientific, professional), research methods, techniques, measuring instruments, designs, and data analysis software.

### Challenges

The PAL professional faces the following challenges:

- ★ Cost versus benefit research;
- ★ The (research) question needs to be relevant, specific and unambiguous;
- ★ Methods used are reliable and valid for collecting data necessary to answer the research question;
- ★ Data are reliable;
- ★ Conclusions are based on reliable data and provide answers to the research questions.

### **Key task 5: Manages the daily business of an organisation related to sports, physical activity and lifestyle**

#### Process

The PAL professional is responsible for the daily business and adequate implementation of the operational activities within the prescribed policy frameworks, including the management of the finances.

The PAL professional realises the necessary conditions for the sports, physical activity and lifestyle programmes. These activities also include managing the accommodation and facilities. The PAL professional plans and manages the implementation of the projects. The PAL professional ensures a good and transparent way of communication. It is also necessary that the PAL professional is aware of the daily practice. The PAL professional uses a management style that fits the given situation. That means he motivates staff, coaches and guides their work, and intervenes when necessary.

The PAL professional initiates and plans meetings with committees, both internally and externally (for example with target groups or regional stakeholders). In these situations he represents the organisation and tries to create support for the implementation of the desired activities and business. At important events he can act as a representative for the organisation. The PAL professional supervises the progress of the working process. To this end, he evaluates the current



situation on a regular basis and if necessary corrects processes within the policy framework of the organisation. When an (fundamental) adjustment of the policy is necessary, the PAL professional brings in a new proposition. In any case, he periodically reports on on-going affairs to the board/management/politics and, when relevant, certain external stakeholders.

### Role and responsibilities

The PAL professional manages and coaches his employees during the implementation of the policy/programmes. The PAL professional is responsible for pleasant and safe working conditions. He is accountable for the policy and programs. After adoption of the financial policy by the board/management or relevant political body, the PAL professional is also responsible for the finances of the budget assigned to him.

### Complexity

When the PAL professional manages, he is at a greater distance from the client than his employee who works together with the client. Due to the complexity of the work, the PAL professional often faces challenges and needs to find tailor-made solutions for problems that may occur.

### Stakeholders

The PAL professional works closely together with employees (paid or unpaid). In addition, the PAL professional cooperates with governance/management, middle management, employees, committees, staff departments (finance, technical management, marketing, PR, communications, personnel), external experts, suppliers, partners, clients, business, education, and governments.



### Resources

The PAL professional can use the following tools to manage the business aspects of the organisation: policy, planning & control, periodic reports, quarterly financial budgets, reviews, budget, plans, committees and consultation structures, process

descriptions, procedures and guidelines, training, health and safety policies and service contracts, grant decisions, format, laws and regulations, and software packages.

### Challenges

In the daily business, the PAL professional must take into account:

1. Scarcity in staff (structural or occasional);
2. Quality of staff (the right person at the right place) and involvement;
3. Changing motivation of the staff in a bureaucratic or political-administrative environment;
4. Changes in financial resources caused by, for instance, changing political and economic situations;
5. Availability and quality of accommodation, facilities and tools;
6. In-house versus outsourcing;
7. Restrictive laws and regulations;
8. Investment dilemmas: short and long term;
9. High-quality requirements versus declining resources;
10. Personal responsibility versus mandated/delegated responsibility;
11. Lack of transparent management information and prefixes;
12. Tight budgets and/or budget overruns.

### **Key task 6: Creates opportunities and generates resources for sports, physical activity and lifestyle programmes**

#### Process

The PAL professional works demand-oriented and identifies new market opportunities. The PAL professional aims at societal and economic profit independently of the sector he works in. The PAL professional continuously searches for, recognises and uses opportunities to adjust programmes and services to the wishes and needs of the client(s).

The PAL professional distinguishes himself by actively searching for new developments in and outside his own organisation that may be relevant and meaningful for his own activities. Therefore, the PAL professional follows societal, political, economic, social and sports-related, scientific physical activity-

related and lifestyle developments as well as other relevant sectors.

The PAL professional is looking for partners to work with within and outside his own field of expertise. For the realisation and further implementation of the new, innovative activities he raises funds and resources. Therefore, he is alert to financial opportunities and knows how



to exploit these.

The PAL professional uses networks to recruit personnel with whom he exploits new opportunities. He makes cross-connections and if necessary breaks up permanent structures. He knows how to motivate people to contribute to the new activities.

### Role and responsibilities

The executive board/ management/ governance/ relevant political stakeholders require the PAL professional to be an entrepreneur and/or innovative in his way of working. It is also possible that the PAL professional is an entrepreneur and owner of a company. Concerning this key task the PAL professional has the freedom to act independently.



### Complexity

The complexity of creating opportunities and generating resources lies in the innovative character of the field. As a result, the business aspect is often partially predictable and/or overlooked. In the process of looking for new opportunities the PAL professional has to take some risks. The work is innovative by nature and therefore by definition no routine.

### Stakeholders

In creating opportunities and generating resources it is important to make new connections with others, both from within and outside the own organisation/sector. Possible stakeholders may be fellow professionals, professional framework/staff departments, administration/management,

employees (paid and unpaid), educational institutions, scientists, researchers (trainees), policy makers, municipalities, sports federations, district and area managers, marketing and advertising agencies, event organisers, and businesses (sponsoring).

### Resources

In creating opportunities and generating resources the PAL professional can use means such as marketing and PR plans, communication including social media, market research, trend analyses, local and national policy, and international developments.

### Challenges

In creating opportunities and generating resources the PAL professional must take into account:

- ★ The increasing wishes and demands of the clients;
- ★ The increasing competition;
- ★ A lack of resources and consequently the difficulty to innovate and also to ensure the continuity of the existing programmes;
- ★ Conflicting interests, such as sports-related, durable, civil and commercial results;
- ★ Bureaucratic rules, (local) laws, and regulations.

# 5

## Roles, levels and dimensions of PAL professional

### Professional roles of PAL professional

- ★ Instructor/personal coach
- ★ Advisor/educator/counsellor
- ★ Developer/researcher
- ★ Initiator/organiser/entrepreneur/manager

### Levels and dimensions of PAL professional competences

The description of competences is conducted on two levels:

- ★ A personal and interpersonal level and;
- ★ An instrumental level.

The instrumental level distinguishes three dimensions:

- ★ Operational;
- ★ Content-related;
- ★ Strategic level of the profession.



The list of competencies contains visible behaviour descriptions: the “proven/ demonstrated” and individual capacity to use knowledge, the know-how/skills, and the personality/ attitude in order to meet the usual (and changing) occupational situations and requirements.



Table 1: The PAL competences per level and dimension.

		Competence		Description
A (inter)personal (30%)		PAL-1	Reflection	Self-management, self-awareness, individual learning
		PAL-2	Professional orientation	Cooperation
				Communication/ presentation
				Leadership
				Networking
			International orientation	
B Instrumental (70%)	Operational	PAL-3	Assessing	Test, measure, interview
		PAL-4	Changing behaviour	Advise, instruct, stimulate, motivate
				Health education, coaching
	Content related	PAL-5	Research	Evaluate, use qualitative and quantitative methods, writing skills, presentation
		PAL-6	Develop & Innovate	Design, develop, innovate
	Strategic level	PAL-7	Entrepreneurship	Project management
				Business development
		PAL-8	Policy making	Policy development and implementation



## Competences at four levels

Within each competence, the PAL program distinguishes four levels (levels A to D). These four levels are developed in a concentric way in which autonomy, complexity, responsibility and transfer increase from one level to another.

- A level: In commission, simple
- B level: In commission, complex
- C level: Independent, complex
- D level: Be in charge/leading, complex





# 6

## Competence description standard

For every competence the setting, target, purpose and learning outcomes are described in the same way:

*“The Physical Activity and Lifestyle Counsellor is able to fulfil the professional key tasks in a thoughtful, adequate and reasonable way  
the object of action,  
the action in verbs,  
to (=purpose, result,)  
to (=learning outcomes).”*

### A. Personal and interpersonal competences

PAL- 1	Reflection
PAL- 2	Professional orientation

#### PAL-1 ‘Reflection’

*To stimulate clients in their pursuit of health gain.*

#### The Physical Activity and Lifestyle Counsellor

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way concerning self-management, self-awareness and individual learning.	
Object(s) of action	<p>The Physical Activity and Lifestyle professional:</p> <ul style="list-style-type: none"> <li>• Has a reflective attitude;</li> <li>• Examines his own qualities and abilities;</li> <li>• Considers how he can improve his knowledge, skills and attitude to perform at a maximum level;</li> <li>• Has his own vision on physical activity and sports in relation to health promotion.</li> </ul>
Verb(s)	<p>Steers himself by:</p> <ul style="list-style-type: none"> <li>• Self-management;</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-awareness;</li> <li>• Individual learning;</li> <li>• Improvement.</li> </ul>
Purpose(s) & result(s)	<p>To:</p> <ul style="list-style-type: none"> <li>• Work autonomously and responsibly, without supervision;</li> <li>• Develop a vision based on experience, self-reflection, study content and experience, maintain contacts with colleagues and other disciplines, and identify innovations through scientific information;</li> <li>• Keep himself up-to-date regarding recent relevant (international) scientific insights and apply this information in his professional practice;</li> <li>• Contribute to the professional development and the position of the profession in a national and international context;</li> <li>• Provide feedback to trainees and colleagues and participate in training programmes.</li> </ul>
Learning outcomes	<p>To:</p> <ul style="list-style-type: none"> <li>• Critically analyse his own actions;</li> <li>• Reflect on experiences;</li> <li>• Demonstrate awareness of own strengths and weaknesses (core competencies, learning styles);</li> <li>• Demonstrate awareness of his values and norms;</li> <li>• Be open for feedback and ask for feedback;</li> <li>• Be able to formulate learning goals in a SMART way;</li> <li>• Experiment with new behaviour in a targeted manner using SMART goals;</li> <li>• Demonstrate self-reflection in a realistic way regarding his competences and the development of these;</li> <li>• Take initiative, be proactive, and self-motivated to learn and to set realistic goals;</li> <li>• See problems as challenges and to be able to think outside the box if fixed schemes are not applicable;</li> <li>• Demonstrate an experimental/innovative attitude;</li> <li>• Demonstrate willingness to change.</li> </ul>

## PAL-2 'Professional orientation'

*To stimulate clients in their pursuit of health gain.*

### The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way regarding networking, international orientation, cooperation, communication/ presentation and leadership.	
Object(s) of action	The Physical Activity and Lifestyle professional: Acts as a professional in achieving personal mastery within the professional environment of the organisation, stakeholders and the profession.
Verb(s)	<ul style="list-style-type: none"> <li>• Cooperate;</li> </ul>

	<ul style="list-style-type: none"> <li>● Communicate and present;</li> <li>● Demonstrate leadership;</li> <li>● Network;</li> <li>● Orientate nationally and internationally.</li> </ul>
Purpose(s) & results	<p>To:</p> <ul style="list-style-type: none"> <li>● Work as a professional and develop the profession;</li> <li>● Develop a national and international network to create opportunities for the professional and the profession;</li> <li>● Cooperate within a team and communicate within and outside the organisation;</li> <li>● Develop leadership to inspire people and create opportunities and changes.</li> </ul>
Learning Outcomes	<p>Cooperation</p> <p>To:</p> <ul style="list-style-type: none"> <li>● Recognise and apply basic communication skills and techniques;</li> <li>● Communicate both orally and in writing clearly and effectively to a target audience;</li> <li>● Listen actively to others;</li> <li>● Share knowledge (e.g. by giving a presentation, or helping colleagues).</li> </ul> <p>Communication/presentation</p> <p>To:</p> <ul style="list-style-type: none"> <li>● Work with other professionals, including students, and show a collegial attitude;</li> <li>● Make and maintain appointments;</li> <li>● Dare to experiment, look for new solutions, provide own ideas;</li> <li>● Provide a substantial contribution to the organisation of the activity;</li> <li>● Adjust the way of communication at the necessary level;</li> <li>● Communicate effectively with target groups and adjust behaviour to social relations in the group.</li> </ul> <p>Leadership</p> <p>To:</p> <ul style="list-style-type: none"> <li>● Manage a group of people in achieving a common goal;</li> <li>● Use situational leadership styles;</li> <li>● Think and act in terms of win-win situations and search for synergistic value;</li> <li>● Inspire and motivate individual group members,</li> <li>● Be empathic to individual and group processes;</li> <li>● Know and use influencing strategies in an ethical way;</li> <li>● Demonstrate personal leadership,</li> <li>● Be able to keep himself on track;</li> <li>● Motivate and stimulate a group.</li> </ul>

	<p>Networking</p> <p>To:</p> <ul style="list-style-type: none"> <li>● Make a distinction between internal and external actors of importance;</li> <li>● Take opportunities to connect with people and exchange information;</li> <li>● Involve outsiders in activities of the organisation.</li> </ul> <p>National and international orientation</p> <p>To:</p> <ul style="list-style-type: none"> <li>● Take notice of recent developments in the field such as scientific knowledge/research or societal developments;</li> <li>● Have knowledge of (and experience with) the international aspects of professional practice;</li> <li>● Have understanding, empathy and respect for (cultural) differences.</li> </ul>
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## B. Instrumental competences in three dimensions

### *Operational*

PAL-3	Assessing
PAL-4	Changing behaviour

### **PAL-3** 'Assessing'

*To stimulate clients in their pursuit of health gain.*

#### The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way concerning testing, measuring, and interviewing.	
Object(s) of action	The Physical Activity and Lifestyle professional: Measures health, fitness and behaviour using professional and valid methods to intervene concerning health improvement.
Verb(s)	<ul style="list-style-type: none"> <li>● Test;</li> <li>● Measure;</li> <li>● Interview;</li> <li>● Observe.</li> </ul>
Purpose(s) & result(s)	To: <ul style="list-style-type: none"> <li>● Gather evidence-based testing results;</li> <li>● Motivate clients who search for a change in lifestyle;</li> <li>● Intake and advise;</li> <li>● Offer counselling sessions;</li> <li>● Implement a health education programme.</li> </ul>
Learning outcomes	To: <ul style="list-style-type: none"> <li>● Observe the behaviour of individual participants in a structured and objective way;</li> <li>● Estimate the level of the participant at the physical dimension;</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure the safety of the participant;</li> <li>• Define the initial situation by testing and measuring participants;</li> <li>• Develop and use reliable and validated questionnaires;</li> <li>• Apply recent guidelines for safe practice to health screening and exercise evaluations for a variety of ages and clinical conditions;</li> <li>• Apply a range of practical techniques desirable for students entering the health and fitness or clinical exercise industries;</li> <li>• Use reliable and validated methods in observing behaviour;</li> <li>• Apply reliable and validated methods for health screening, behavioural measures, testing, and exercise evaluation;</li> <li>• Critically evaluate recent research findings in a selected area regarding health, behaviour, testing, and exercise.</li> </ul>
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### PAL-4 'Changing behaviour'

*To stimulate clients for their pursuit of health gain.*

The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way to advise, instruct, stimulate, motivate, and provide health education, coach and counsel.	
Object(s) of action	<p>Clients:</p> <ul style="list-style-type: none"> <li>• Individual and/or in groups;</li> <li>• Different age groups</li> <li>• From several settings (sports/fitness, companies, health setting, government and target groups);</li> <li>• With/without health problems or specific necessities.</li> </ul>
Verb(s)	<ul style="list-style-type: none"> <li>• Stimulates and motivates in such a way that optimal development is possible;</li> <li>• Focuses on changing behaviour to a healthy lifestyle within different settings and target groups;</li> <li>• Focuses on changing to a healthy lifestyle on the basis of concrete purposes;</li> <li>• Creates an adequate and safe learning situation;</li> <li>• Knows how to implement methodical and didactic assistance.</li> </ul>
Purpose(s) & result(s)	<p>To:</p> <ul style="list-style-type: none"> <li>• Be able to guide a client through a process of behavioural change by implementing specifically-tailored methods.</li> </ul>
Learning outcomes	<p>Advise</p> <p>To:</p> <ul style="list-style-type: none"> <li>• Take responsibility for personal professional development;</li> <li>• Use effective communication skills;</li> <li>• Identify the mental and physical illness of clients and support and refer in an appropriate manner;</li> </ul>

- Provide advice in different professional contexts;
- Synthesise and use professional knowledge in an appropriate (relevant) manner;
- Work within ethical, legal and regulatory frameworks;
- Structure the advice (opinion) according to a plan on an organisational level.

#### Health education/information

To:

- Take responsibility for your personal professional development;
- Use effective communication skills;
- Identify the need for and access to appropriate information, and disseminate this information;
- Identify the ethical, legal and regulatory frameworks for others;
- Prepare the implementation of the lesson/programme in a written plan;
- Give instructions with verbal and visual means;
- Apply to teaching skills and didactics;
- Ensure the safety of participants;
- Devise a security plan for sports and exercise classes;
- Introduce health education activities through various presentation techniques;
- Use active teaching methods for health education;
- Look for alternatives and adjustments to changing circumstances;
- Set an example with professional clothing, active participation, enthusiasm for exercise and awareness of their own lifestyle;
- Adapt to the physical characteristics of the participant.

#### Counselling

To:

- Take responsibility for your personal professional development;
- Use effective communication skills;
- Identify models of personality and behavioural change, and develop appropriate interventions for individuals and groups in different contexts;
- Establish and maintain a professional relationship;
- Assess, manage, monitor and evaluate the process of behavioural change;
- Work within ethical, legal and regulatory frameworks
- Recognise the steps of the participant's behavioural change;
- Identify models of personality and behavioural change, and develop appropriate interventions for individuals and groups in different contexts;

Content related

PAL-5	Research
PAL-6	Develop & Innovate

**PAL-5 'Research'**

*To stimulate clients in their pursuit of health gain.*

The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way, evaluate, and use qualitative and quantitative methods using his writings skills.	
Object(s) of action	The PAL professional studies the area of health improvement and uses sports and exercise to prevent health problems.
Verb(s)	This research focuses on: <ul style="list-style-type: none"> <li>• Prevention of health problems in the short and long term in (relatively) "healthy" subjects;</li> <li>• Reduction of health problems through sports and exercise;</li> <li>• The possibilities of persons with disabilities to participate in sports and exercise activities with the accent on maintaining and increasing the workload and the social participation.</li> </ul>
Purpose(s) & result(s)	To: <p>Focus on different target groups such as children, adults and seniors, people with chronic diseases and those with temporary or chronic disabilities:</p> <ul style="list-style-type: none"> <li>• Focus on not only the physical aspects but also the psychological and social dimensions of health;</li> <li>• Focus on the effectiveness and evaluation of sports and exercise programmes and interventions.</li> </ul>
Learning outcomes	To: <ul style="list-style-type: none"> <li>• Develop and use questionnaires;</li> <li>• Examine needs of target groups;</li> <li>• Obtain information from sources such as research literature and reliable internet sources;</li> <li>• Communicate research findings in a report;</li> <li>• Weigh personal, ethical, social, societal and scientific processing aspects;</li> <li>• Contribute to discussing, analysing and solving problems;</li> <li>• Strive for objectivity and reason, and argue in a reasonable way;</li> <li>• Apply simple research and designs;</li> <li>• Process the data for research in Excel;</li> <li>• Be familiar with international and basic scientific terminology;</li> <li>• Consider issues from different perspectives and suspend judgment, and if necessary change opinion;</li> <li>• Be able to provide advice (opinion) based on the purpose and audience at stake;</li> <li>• Present the advice (opinion) in a written or oral way using appropriate communication media;</li> </ul>

	<ul style="list-style-type: none"> <li>• Underpin the potential health benefits of the intervention;</li> <li>• Critically review recent research findings in the area of health, behaviour, testing and exercise.</li> </ul>
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## PAL-6 'Develop & Innovate'

*To stimulate clients for their pursuit of health gain.*

### The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way to design, develop and innovate.	
Object(s) of action	<p>The PAL professional develops sports, exercise and educational programmes to promote health and prevent health problems for clients:</p> <ul style="list-style-type: none"> <li>• Individual and/or groups;</li> <li>• From several age groups;</li> <li>• From several settings (sports/fitness, companies, health setting, government and target groups).</li> </ul>
Verb(s)	<p>To:</p> <ul style="list-style-type: none"> <li>• Develop programmes that can have temporary or structural characteristics;</li> <li>• Develop and innovate, anticipating on changed circumstances in society and basing this on new (scientific) insights.</li> </ul>
Purpose(s) & result(s)	<ul style="list-style-type: none"> <li>• Develop programmes that only focus on promoting a healthy and active lifestyle with an emphasis one or more dimensions of health (e.g., physical, social and psychological);</li> <li>• Signal new trends and possibilities and implement them in sports, exercise and educational programmes for different special groups;</li> <li>• Contribute to scientific research based on sports, exercise and educational programmes.</li> </ul>
Learning outcomes	<p>To:</p> <ul style="list-style-type: none"> <li>• Follow the initial situation, wishes and needs of the target group;</li> <li>• Work systematically;</li> <li>• Aim to develop evidence-based programmes in a selected area concerning health, behaviour, testing and exercise;</li> <li>• Underpin the potential of the programme to be able to produce health benefits;</li> <li>• Take careful, responsible and reasoned decisions</li> <li>• Develop sports, exercise and health education activities aimed at improving health.</li> </ul>

PAL-7	Entrepreneurship
PAL-8	Policy making

## PAL-7 'Entrepreneurship'

*To stimulate clients in their pursuit of health gain.*

### The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way for project management and business development.	
Object(s) of action	<p>Initiate and manage organisations, programmes and projects:</p> <ul style="list-style-type: none"> <li>• Start and develop a company as an entrepreneur;</li> <li>• Take initiative as an entrepreneur within an organisation;</li> <li>• Manage programmes and projects.</li> </ul>
Verb(s)	<ul style="list-style-type: none"> <li>• Business development;</li> <li>• Entrepreneurship;</li> <li>• Programme and project management;</li> </ul>
Purpose(s) & result(s)	<p>To:</p> <ul style="list-style-type: none"> <li>• Effectively and efficiently manage organisations, programmes and projects;</li> <li>• Undertake innovations and finance and business activities to add value;</li> <li>• Create an entrepreneurial mind-set by taking initiative and risk.</li> </ul>
Learning Outcomes	<p>Project management</p> <p>To:</p> <ul style="list-style-type: none"> <li>• Select projects, manage the portfolio and programmes;</li> <li>• Formulate, implement and evaluate projects;</li> <li>• Select and build a team;</li> <li>• Develop project objectives and a plan for execution;</li> <li>• Achieve objectives;</li> <li>• Make cross-functional decisions and manage stakeholders;</li> <li>• Perform risk management activities;</li> <li>• Calculate cost estimation and budgets;</li> <li>• Schedule and manage resources.</li> </ul> <p>Business development</p> <p>To:</p> <ul style="list-style-type: none"> <li>• Develop mission statements and vision statements;</li> <li>• Identify trends and translate these into business models and growth;</li> <li>• Perform market analysis;</li> <li>• Develop and manage marketing, finance, human resources management, and cultural and organisational change.</li> </ul>

## PAL-8 'Policy making'

*To stimulate clients for their pursuit of health gain.*

### The Physical Activity and Lifestyle professional

Is able to fulfil the professional key tasks in a deliberate, adequate and reasonable way concerning policy development and implementation.	
Object(s) of action	Develop and implement policy to promote the health of clients, target groups or society in various contexts.
Verb(s)	<ul style="list-style-type: none"> <li>● Definition of policy issues;</li> <li>● Policy objectives and priorities;</li> <li>● Policy implementation;</li> <li>● Monitoring and evaluation.</li> </ul>
Purpose(s) & result(s)	<p>Policy development and implementation designed to:</p> <ul style="list-style-type: none"> <li>● Increase the effectiveness of sports and exercise interventions;</li> <li>● Implement sports and health policy in larger populations;</li> <li>● Give policy advice in various contexts.</li> </ul>
Learning Outcomes	<p>To:</p> <ul style="list-style-type: none"> <li>● Understand the policy process in a political environment;</li> <li>● Identify policy issues and target groups;</li> <li>● Establish policy objectives and priorities;</li> <li>● Inform, gather information about and forecast policy direction;</li> <li>● Understand and overcome constraints in policy implementation;</li> <li>● Monitor and evaluate the policy process, output and outcome;</li> <li>● Allocate resources and plan budgets;</li> <li>● Create and use support;</li> <li>● Distinguish between and conceptualise sports and physical activity in health policy;</li> <li>● Understand social and cultural context, and socio-economic and environmental factors;</li> <li>● Be able to use Physical Education, School Sport and Club Links (PESSCL) strategy.</li> </ul>

## Competences through the study years

chapter

# 7

Basic semester (ECTS)	Competences	Health enhancing PA (ECTS)	Competences	Changing Behaviour (ECTS)	Competences	Nutrition (ECTS)	Competences	Policy & Entrepreneurship (ECTS)	Competences	Final project (ECTS)	Competences
Teaching didactics & physical activity (5)	PAL-1, PAL-4	Exercise testing and prescription (5)	PAL-3, PAL-4, PAL-5	Health psychology (5)	PAL-2, PAL-4	Nutrition 1 (5)	PAL-4, PAL-5, PAL-6	Strategy and policy game (3)	PAL-2, PAL-7, PAL-8	The professional in the field of PAL (27) Final interview (3)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6, PAL-7, PAL-8 PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6, PAL-7, PAL-8
Introduction in public health (5)	PAL-2, PAL-5, PAL-8	Exercise for clinical prescription (3)	PAL-3, PAL-5	Behaviour (6)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6	Individual consultation (10)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6	Business planning and advice (5)	PAL-2, PAL-5, PAL-6, PAL-7		
Applied basic health sciences (5)	PAL-3, PAL-5	Intervention Mapping (5)	PAL-4, PAL-5, PAL-6	Counselling (6)	PAL-1, PAL-2, PAL-3, PAL-4	Nutrition 2 (3)	PAL-2, PAL-4, PAL-5, PAL-6, PAL-8	Sport and health policy and governance (3)	PAL-5, PAL-8		
Behavioural change models (3)	PAL-3, PAL-4, PAL-5	Leading Physical Activity I (5)	PAL-3, PAL-4	Physical activity (3)	PAL-1, PAL-4, PAL-6	Nutrition Intervention Plan (10)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6, PAL-7, PAL-8	Small business and entrepreneurship (3)	PAL-1, PAL-2, PAL-7		
Presentation & communication (5)	PAL-1, PAL-2, PAL-4, PAL-5	Leading Physical Activity II (10)	PAL-3, PAL-4	Traineeship (8)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6, PAL-7			Policy implementation (5)	PAL-2, PAL-4, PAL-7, PAL-8		
Project management (5)	PAL-1, PAL-2, PAL-3, PAL-4, PAL-5, PAL-6, PAL-7, PAL-8							Leadership in sport and health (3)	PAL-2, PAL-5, PAL-7		
								Integrated business case and organizational development (3)	PAL-7, PAL-8		
								Final project preparation (3)	PAL-1, PAL-5, PAL-7		
Electives (2)		Electives (2)		Electives (2)		Electives (2)		Electives (2)			

Reflection (PAL-1), Professional orientation (PAL-2), Assessing (PAL-3), Changing behaviour (PAL-4), Research (PAL-5), Develop & Innovate (PAL-6), Entrepreneurship (PAL-7), Policymaking (PAL-8)

Green means competence level A;

Blue means competence level B;

Red means competence level C;

Purple means competence level D.



Semester

# 1

## Basic Programme

Sections	Description	
Title	Basic programme	
Study year	1	
Semester number	1	
Credits	30	
Competences	<ul style="list-style-type: none"><li>• Reflection (PAL-1)</li><li>• Professional orientation (PAL-2)</li><li>• Assessing (PAL-3)</li><li>• Changing behaviour (PAL-4)</li><li>• Research (PAL-5)</li><li>• Innovate (PAL-6)</li><li>• Entrepreneurship (PAL-7)</li><li>• Policy making (PAL-8)</li></ul>	
Prerequisites	TOEFL 550	
Semester Content	In the basic programme, the PAL students will be introduced to the complete PAL programme. Basic competences, necessary for the following semesters, will be offered. During this semester, introductions to teaching didactics & physical activity, public health, applied basic health sciences, behavioural change models, presentation & communication and project management are offered in a theoretical and practical way.	
Courses	Units	Credits
	Teaching didactics & physical activity	5
	Introduction in public health	5
	Applied basic health sciences (biology/biochemistry/exercise physiology)	5
	Behavioural change models	3
	Presentation and communication	5
	Project management	5
Electives	2	
Universities teaching this semester	The Netherlands, Lithuania, Portugal, Denmark	
Contact person		
Particulars	This course will be taught in English	

Study unit: teaching didactics & physical activity

Sections	Description
Title	Teaching didactics & physical activity
Study year	1
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Changing behaviour (PAL-4)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	In this unit a thorough introduction to theory, skills and attitude necessary for teaching physical activity is given. Issues such as effective teaching styles, time management, instruction, feedback, safety, etc. are introduced. This unit is the basis for the following semesters, which will pay attention to teaching didactics together with physical activity in other settings with other target groups. In this concentric way, teaching didactics in combination with physical activity is developed.
Instructional method	Content information; forum discussion; instructional video analysis; observation training; training simulation.
Literature	
Assessment	Evaluation test (40%) + report of training (40%) + forum discussion (20%)
Language	English
Contact person	
Particulars	This course will be taught in English

Study unit: introduction in public health

Sections	Description
Title	Introduction to public health
Study year	1
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Research (PAL-5)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	In this unit a theoretical introduction to public health concepts (Bouchard model), organisations (WHO, CDC etc.), policy, theory, epidemiology (prevalence, incidence, PAR etc.), projects, interventions, PANSAS factors (physical activity, nutrition, smoking, alcohol consumption, stress), etc. are offered.
Instructional method	Searching and analysing scientific papers, forum discussions, lectures.

Literature	<ul style="list-style-type: none"> <li>• Donaldson, L &amp; Donaldson, RJ. (2003). Essential Public Health. 2<sup>nd</sup> edition (revised). Berkshire: Petroc press.</li> <li>• Hardman, AE &amp; Stensel, D. (2003). Physical Activity and Health. The Evidence Explained. London: Routledge.</li> <li>• Pencheon, D; Guest, C; Melzer, D &amp; Gray, JAM. (2002). Oxford Handbook of Public Health Practice. Oxford: Oxford University Press.</li> </ul>
Assessment	Presenting a public health project/programme in a specific population (60%), literature review (30%), forum discussion (10%).
Language	English
Contact person	
Particulars	This course will be taught in English

Study unit: applied basic health sciences

Sections	Description
Title	Applied basic health sciences
Study year	1
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Research (PAL-5)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>In this unit three integrated bodies of knowledge are dealt with: biology, biochemistry and exercise physiology. From the integration of this knowledge, students should get a basis to understand the human body functioning in relation to health as well as in disease conditions.</p> <p>Biology</p> <ul style="list-style-type: none"> <li>• Fundamentals of biological thinking: the notion of organisation, complexity, homeostasis, characteristics and diversity of life, principles of evolution, structure and function of the cell and organism.</li> <li>• The principles of genetic information and its expression in metabolism, development, reproduction.</li> <li>• General concepts of human evolution, adaptations, diversity, and the biology of growth and aging.</li> <li>• Variability within populations: physical, constitution, and anthropometric measurements.</li> </ul> <p>Biochemistry</p> <ul style="list-style-type: none"> <li>• Structure of major biomolecules. Glycogen and glucose: function, structure and importance during</li> </ul>

	<p>exercise. Lipids: fatty acids, triglycerols, phospholipids and cholesterol. Proteins: myoglobin, haemoglobin, collagen, actin and myosin.</p> <ul style="list-style-type: none"> <li>• Principles of bioenergetics.</li> <li>• Hormones: structure, mechanism of action, and their effect on the energy metabolism. Role of vitamins and minerals.</li> <li>• Principles of digestion, absorption and the main metabolic pathways and their integration.</li> </ul> <p>Exercise physiology</p> <ul style="list-style-type: none"> <li>• Exercise-induced morphological and functional changes in body tissues and systems:</li> <li>• Locomotor apparatus (bones) adaptation in response to health-enhancing physical exercise</li> <li>• Neuromuscular adaptation in muscles and tendons in response to health-enhancing physical exercise.</li> <li>• Cardiorespiratory regulation and adaptation with regard to health-enhancing physical activity.</li> <li>• Neuroendocrine and immune adaptation in response to physical exercise.</li> <li>• General principles of fitness/wellness</li> </ul>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical, training</li> <li>• Individual study</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• Molecular and cellular Exercise Physiology - Mooren FC &amp; Volker K (eds) - Human Kinetics.</li> <li>• Exercise Physiology - McArdle WD, Katch FL, Katch VL - Lippincott Williams &amp; Wilkins.</li> </ul>
Assessment	Multiple choice plus essay test.
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: behavioural change models

Sections	Description
Title	Behavioural change models
Study year	1
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	In this unit an introduction to health education and health behaviour is taught. Attention is paid to models of individual health behaviour, interpersonal health

	behaviour, and community and group models. Since this unit is a preparation for the following semester with an accent on behavioural change, special emphasis will be on individual health behaviour models (theory of reasoned action/planned behaviour, trans theoretical model and stages of changes, etc.).
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Individual study</li> </ul>
Literature	Health behaviour and health education - Glanz K, Rimer BK, Lewis FM (eds) - Jossey-Bass
Assessment	Multiple choice plus essay test
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: presentation & communication

Sections	Description
Title	Presentation & communication
Study year	1
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>This unit has four integrated parts, namely writing and oral communication skills, and presentation and active presentation skills.</p> <p>In the "Writing Communication Skills" module students will learn basic writing communication skills. They will learn the guidelines for writing a good report with regard to the design criteria. The professional product for the project can be judged on writing skills aspects that will be addressed, such as: basic steps in writing, what to write where in a report (summary, introduction, main chapters, conclusion, discussion, etc.), how to use different referencing methods like APA, content differences between different reports (research report, advisory report, evaluation report etc.), using tables and figures, putting a research of advice in words, and how to select what is important in a report.</p> <p>In the "Oral Communication Skills" module students will learn basic oral communication skills. Students learn basic communication skills, which are necessary for realising changing behaviour, coaching, health</p>

	<p>education, training, and working together in a later stage. The professional product can be an interview with a student from another PAL member abroad, in which they apply everything they have learned. Students make a verbatim and write a reflection on that. Issues that will be addressed: why communication; the communication process; giving and receiving feedback; non-verbal communication, listening, summarising; asking questions and making them concrete; giving an opinion and expressing personal feelings.</p> <p>In the "Presentation Skills" module students will learn basic presentation skills. Students need this knowledge and skills to be able to teach in health education programmes, advise, present research and policy plans, etc. The professional product can be a presentation on a subject concerning Applied Basic Health Sciences or Public Health or a subject within the project. Issues that will be addressed: teaching model; learning styles; determining goals; needs, content of a lesson and evaluation, link presentation and health education; how to start a presentation, attention seekers; visual aids and preparation; verbal and non-verbal aspects; use a PowerPoint as your best friend; how to make your presentation appealing.</p> <p>When students want to improve health by health education, they have to know several "Activating Presentation skills" methods in order to reach their goals. Students will develop lessons with specific activating methods and learn by trial and error. Each lesson there will be a case on a public health subject. The professional product can be a health education lesson. Issues that will be addressed: theory lesson; job-aid; working with subgroups; games; discussion; role-plays; evaluation form; getting to know each other / evaluation methods.</p>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical, training</li> <li>• Individual study</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• Skills for speakers of English as a second language - Lewis M &amp; Reinders H (2003) - Palgrave as part of their study skills range.</li> <li>• Presentation skills - van Emden J and Reader L (2010)</li> <li>• Presentation skills for students (2<sup>nd</sup> ed.), Palgrave.</li> <li>• Effective communication - Thompson N (2011) -</li> </ul>

	<p>Palgrave.</p> <ul style="list-style-type: none"> <li>• Cite them right: the essential referencing guide is excellent - Pears R and Shields G (2010) - Palgrave.</li> <li>• Digital reader on writing a report.</li> </ul>
Assessment	<p>Professional products:</p> <ul style="list-style-type: none"> <li>• Presentation + reflection (combined with project or theory)</li> <li>• Active presentation plus reflection (combined with project or theory)</li> <li>• Interview + reflection</li> <li>• Report (combined with project management)</li> </ul>
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: project management

Sections	Description
Title	Project management
Study year	1
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>The main aim of this course is to offer knowledge, skills and the necessary attitude for working on a project base. In the theoretical part of this course different forms of projects will be explained, as well as more details on how to work in a project-based manner. Parallel to this theory, students have to work on a real project that needs to be developed, described, executed, and evaluated in a real situation. An example may be the development and carrying out of a "keep healthy day" for a company or school etc.</p>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Practice</li> <li>• Team work</li> </ul>
Literature	Project management (English edition) - Crit R - Noordhoff
Assessment	<ul style="list-style-type: none"> <li>• Professional product → project plan (in</li> </ul>

	<p>combination with unit presentation and communication)</p> <ul style="list-style-type: none"> <li>• DVD report of execution phase of the project</li> <li>• Project evaluation report plus recommendations for future projects</li> </ul>
Language	English
Contact person	
Particulars	This course will be taught in English

Semester

# 2

## Health Enhancing Physical Activity

Sections	Description	
Title	Health Enhancing Physical Activity	
Study year	1	
Semester	2	
Credits	30	
Competences	Competences: <ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Changing Behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> </ul>	
Prerequisite	TOEFL 550	
Semester Content	The steady growth of exercise and physical activity for the health industry is continuing as (the) governments strive to combat the increasing health costs related to an aging population demographic, obesity, and hypokinetic diseases such as coronary heart disease and diabetes. This industry requires health professionals with an understanding of safe practice in the assessment and prescription of exercise to work in both health and fitness centres and clinical exercise settings. In this semester the focus will be on the role of physical activity in promoting health.	
Study units	Units	Credits
	Electives	2
	Exercise testing and prescription	5
	Exercise for clinical prescription	3
	Intervention Mapping	5
	Leading Physical Activity I	5
	Leading Physical Activity II	10
Universities teaching this semester	All	
Contact persons		
Particulars	This course will be taught in English	

Study unit: exercise testing and prescription

Sections	Description
Title	Exercise testing and prescription
Study year	1
Semester	2
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Changing Behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>After successful completion of the unit, students will be able to...</p> <ul style="list-style-type: none"> <li>• Apply contemporary guidelines for safe practice to health screening, resting and exercise evaluations, and the prescription of exercise for a variety of ages</li> </ul> <p>Deploy a range of practical techniques desirable for students entering the health and fitness or clinical exercise industries.</p> <ul style="list-style-type: none"> <li>• Critically evaluate recent research findings in a selected area regarding exercise testing and prescription.</li> </ul> <p>Indicative Content:</p> <ul style="list-style-type: none"> <li>• Benefits and risks associated with physical activity, exercise and exercise testing;</li> <li>• Pre-participation health Screening;</li> <li>• Resting evaluations and interpretation of results (blood pressure, obesity, cholesterol, physical activity);</li> <li>• Risk factor analysis;</li> <li>• Signs and symptoms suggestive of disease;</li> <li>• Risk stratification;</li> <li>• Exercise testing and interpretation of results: cardiovascular fitness, muscular strength and endurance, flexibility;</li> <li>• General principles of exercise prescription for cardiovascular and musculoskeletal health.</li> </ul>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Practical assessments</li> <li>• Independent study</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• ACSM (2010). ACSM Guidelines for Exercise Testing and Exercise Prescription. Philadelphia: Wolters Kluwer/Lippincott, Williams and Wilkins.</li> <li>• Hardman, A.E., &amp; Stensel, D., (2009). Physical Activity and Health, The Evidence Explained. London:</li> </ul>

	<p>Routledge.</p> <ul style="list-style-type: none"> <li>• Heyward, V.H. (2005). Advanced Fitness Assessment and Exercise Prescription. Champaign, Illinois: Human Kinetics.</li> <li>• Kaminsky, L.A., (2010). ACSM's Health-Related Physical Fitness Assessment Manual. Philadelphia: Wolters Kluwer/Lippincott, Williams and Wilkins.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Case Study.</li> <li>• Written Review of Literature.</li> </ul>
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: exercise for clinical conditions

Sections	Description
Title	Exercise for clinical conditions
Study year	1
Semester	2
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Research (PAL-5)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>After successful completion of the unit, students will be able to...</p> <ul style="list-style-type: none"> <li>• Apply contemporary guidelines for safe practice to health screening, resting and exercise evaluations, and the prescription of exercise for a variety clinical conditions.</li> <li>• Critically evaluate recent research findings in a selected area from Exercise for Special Populations.</li> </ul> <p>Indicative Content: The aetiology and prevalence of, and the implications for exercise testing and prescription for individuals with the following clinical conditions:</p> <ul style="list-style-type: none"> <li>• CHD</li> <li>• Cancer</li> <li>• Peripheral Vascular Disease</li> <li>• Stroke</li> <li>• Obesity</li> <li>• Diabetes</li> <li>• Metabolic Syndrome</li> <li>• Osteoarthritis and Osteoporosis</li> </ul>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Independent study</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• ACSM (2010). ACSM Guidelines for Exercise</li> </ul>

	<p>Testing and Exercise Prescription. Philadelphia: Wolters Kluwer/Lippincott, Williams and Wilkins.</p> <ul style="list-style-type: none"> <li>• Hardman, A.E., &amp; Stensel, D., (2009). Physical Activity and Health, The Evidence Explained. London: Routledge.</li> <li>• Heyward, V.H. (2005). Advanced Fitness Assessment and Exercise Prescription. Champaign, Illinois: Human Kinetics.</li> <li>• Kaminsky, L.A., (2010). ACSM's Health-Related Physical Fitness Assessment Manual. Philadelphia: Wolters Kluwer/Lippincott, Williams and Wilkins.</li> </ul>
Assessment	Review of literature of the above learning outcomes in one specified area.
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: intervention mapping

Sections	Description
Title	Intervention Mapping
Study year	1
Semester	2
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Changing Behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	<p>This course will focus on developing theory-based and evidence-based health education &amp; promotion programmes for people to become physically active. The emphasis of this course will be on applying the Intervention Mapping process to the development of programmes stimulating people to be physically active. Intervention Mapping is a protocol for the design of health education &amp; promotion programmes, guiding health promoters through a series of steps that will assist them in theory-based and evidence-based programme development.</p>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Independent study</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• L.K. Bartolomew, et al. (2011; 3<sup>rd</sup> edition). Planning Health Promotion Programs; An Intervention Mapping Approach;</li> <li>• Scientific articles</li> </ul>
Assessment	Developed professional product in duos – individual assessment jointly created professional product.

Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: leading physical activity I

Sections	Description
Title	Leading Physical Activity I
Study year	1
Semester	2
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Changing Behaviour (PAL-4)</li> </ul>
Prerequisite	TOEFL 550
Level	Basic
Course Content	<p>Performing (sports) activities in different settings. Learning to choose the right activities for specific target groups. Learning how to instruct, lead, motivate and stimulate activities to different target groups.</p> <p>Learning Outcomes/Activities</p> <ul style="list-style-type: none"> <li>• What is it/ activity analysis</li> <li>• Personal experience/skills development</li> <li>• Leading/instructing</li> <li>• For whom? Adaptations for special populations</li> </ul>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practicals</li> <li>• Independent study</li> </ul>
Literature	
Assessment	Leading physical activities Personal performance
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: leading physical activity II

Sections	Description
Title	Leading Physical Activity I
Study year	1
Semester	2
Credits	10
Competences	<ul style="list-style-type: none"> <li>• Assessing (PAL-3)</li> <li>• Changing Behaviour (PAL-4)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	Performing (sports) activities in different settings. Learning to choose the right activities for specific target

	<p>groups. Learning how to instruct, lead, motivate and stimulate activities to different target groups.</p> <p>Learning Outcomes/Activities</p> <ul style="list-style-type: none"> <li>• What is it/ Activity Analysis</li> <li>• Personal Experience/Skills Development</li> <li>• Leading/Instructing</li> <li>• For Whom? Adaptations for Special Populations</li> </ul>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practicals</li> <li>• Independent study</li> </ul>
Literature	
Assessment	<p>Written assignment</p> <p>Personal performance</p>
Language	English
Contact person	
Particulars	This course will be taught in English

Semester

# 3

## Changing behaviour

Sections	Description	
Title	Changing behaviour	
Study year	2	
Semester number	1	
Credits	30	
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>	
Prerequisites	TOEFL 550	
Semester Content	<p>Physical symptoms are related to lifestyle. Physical activity has profound effects on physical and psychosocial complaints and disability. Transformation from a sedentary state to a more active lifestyle could pay large dividends to the individual and to society.</p> <p>Despite increasing knowledge concerning benefits of physical activity, an increasing number of people are finding it difficult to meet the amount of health-beneficial physical activity.</p> <p>Behavioural change is therefore needed. Students in this curriculum will be introduced to theories of behavioural change and psychology of change, and are taught ways of advising, coaching and counselling to support a change in lifestyle. Changing behaviour is educated by a combination of conceptual courses (theories and models) and practical courses (application). Students will increase their knowledge, attitude and skills by doing a traineeship.</p>	
Courses	Units	Credits
	Psychology	5
	Counselling	6
	Behaviour	6

	Physical activity	3
	Traineeship	8
	Elective	2
Universities teaching this semester	The Netherlands, Lithuania, Portugal, Denmark	
Contact person		
Particulars	English language	

### Study unit: health psychology

Sections	Description
Title	Health psychology
Study year	2
Semester	1
Credits	5
Competences	Competences: <ul style="list-style-type: none"> <li>Professional orientation (PAL-2)</li> <li>Changing behaviour (PAL-4)</li> </ul>
Prerequisites	Basic psychology (basic semester)/ TOEFL 550
Level	Advanced
Course Content	This course involves knowledge of principles in health psychology, which is needed to explain behaviour and ultimately to influence behaviour. This course will discuss cognitive psychology, stress and conflict management, psychology of health behaviour and health education in addition to behavioural change.
Instructional method	Theory
Literature	<ul style="list-style-type: none"> <li>Syllabus on Blackboard</li> <li>Bibliography on Blackboard Recommended: <ul style="list-style-type: none"> <li>An Introduction to Health Psychology, Morrison, V., Bennett, P. (2006)</li> <li>Psychology for Health Professionals, Barkway, P. (2009)</li> <li>Hewstone, M, Fincham, F.D., Foster, J. (2005)</li> </ul> </li> </ul>
Assessment	Knowledge test
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: behaviour

Sections	Description
Title	Behaviour
Study year	2
Semester	1
Credits	6
Competences	Competences: <ul style="list-style-type: none"> <li>Reflection (PAL-1)</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> </ul>
Prerequisites	Intervention mapping (HEPA semester)/ TOEFL 550
Level	Basic & advanced
Course Content	In this course the central questions are how people can change and how we can influence and encourage behavioural change. Behavioural change takes place through the influence of both direct and indirect factors. In a series of lectures (that the students follow), the different behavioural theories, models and interventions are explained. In seminars students learn how these models can be applied in changing strategies. There is also a focus on intervention mapping and research in preparation for the traineeship in which students will apply methods and technique of behavioural change in PANSAS.
Education method	Theory and tutorial
Literature	<ul style="list-style-type: none"> <li>• Digital syllabus</li> <li>• Bibliography</li> </ul>
Assessment	
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: counselling

Sections	Description
Title	Counselling
Study year	2
Semester	1
Credits	6
Competences	Competences: <ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> </ul>
Prerequisites	<ul style="list-style-type: none"> <li>• Changing behaviour (Changing behaviour semester)</li> <li>• Communication (Basic semester)</li> <li>• TOEFL 550</li> </ul>
Level	Advanced
Course Content	In this course students learn to influence behaviour by specific changing behavioural techniques such as counselling and coaching methods. Students learn to intervene on behaviour through a series of interviews. One interviewing technique that will be used is motivational interviewing.

	In groups of about 15, students will learn counselling and coaching skills under the supervision of an experienced trainer. The students perform all the techniques and model with each other, and receive specific feedback so that they can learn and deepen communication, counselling and coaching skills.
Instructional method	Theory and tutorial
Literature	<ul style="list-style-type: none"> <li>• Motivational Interviewing, Preparing People for Change, Miller &amp; Rollnick</li> <li>• Digital syllabus</li> </ul>
Assessment	Professional product
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: physical activity (changing behaviour)

Sections	Description
Title	Physical activity (changing behaviour)
Study year	2
Semester	1
Credits	3
Competences	Competences: <ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Develop &amp; Innovate (PAL-6)</li> </ul>
Prerequisites	TOEFL 550
Level	Basic
Course Content	Students will make the transfer to practice, by coaching other students in being physically active. A physical activity is used to apply the principles, strategies and methods of behavioural change. Group dynamics and conflict management will be an important theme in coaching groups. Using feedback and reflection, the student learns through experience.
Instructional method	Practice
Literature	None
Assessment	Peer assessment
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: Traineeship

Sections	Description
Title	Traineeship
Study year	2

Semester	1
Credits	8
Competences	<p>Competences:</p> <ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Develop &amp; Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>
Prerequisites	<ul style="list-style-type: none"> <li>• Communication (Basic semester)</li> <li>• Intervention mapping (HEPA)</li> <li>• Behaviour (Changing Behaviour)</li> <li>• Counselling (Changing Behaviour)</li> <li>• TOEFL 550</li> </ul>
Level	Basic & advanced
Course Content	<p>During this course, students will continue to assist clients in practice. The students set up a project for a specific target group with the aim of health gain. The student guides the whole process of changing behaviour of the clients and chooses appropriate interventions to establish, implement and evaluate. The student investigates, evaluates and reports the progress and own guidance and procedures (product and process evaluation). Students in this course will explore the preparation, implementation and supervision of exercise programmes for the 'less healthy people' with problems (psychological or physical)</p>
Instructional method	Practice and tutorial
Literature	None
Assessment	Application key
Language	Native language
Contact person	
Particulars	Native language



Semester

# 4

## Nutrition (Exchange semester)

Sections	Description	
Title	Nutrition	
Study year	2	
Semester number	2	
Credits	30	
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>	
Prerequisites	TOEFL 550	
Level	Advanced	
Semester Content	<p>During this semester the student will be taught about nutrition, biochemistry and physical activity, nutrition across lifespan, and nutrition and chronic diseases. The student will be practicing how to advise and consult an individual client from a nutrition perspective. Also, the student will set up/design a group intervention to promote healthy food and lifestyle.</p>	
Courses	Units	Credits
	Nutrition 1: Nutrition, biochemistry and Physical Activity; Nutrition across lifespan	5
	Individual consultation	10
	Nutrition 2: European Nutrition Policy; Nutrition and chronic disease.	3
	Nutrition Intervention Plan	10
	Electives	2
Universities teaching this semester	The Netherlands, Lithuania, Portugal.	

Contact person	
Particulars	English language

### Study unit: Nutrition 1

Sections	Description
Title	Nutrition 1: Nutrition, biochemistry and Physical Activity; Nutrition across lifespan
Study year	2
Semester	2
Period	3
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Innovate (PAL-6)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	<p>Nutrition, biochemistry and physical activity: nutrients, energy demand and requirements, digestion, healthy food and drinks, nutrition and sports.</p> <p>Nutrition across lifespan: nutrition for different groups across lifespan, such as age, gender and cultural differences.</p>
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Independent study</li> </ul>
Literature	
Assessment	Case study (100%)
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: individual consultation

Sections	Description
Title	Individual consultation
Study year	2
Semester	2
Period	3
Credits	10
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Innovate (PAL-6)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	The student will learn how to coach an individual client

	in relation to nutrition, physical activity and healthy lifestyle. Students have to perform an intake, complete a questionnaire, take measurements and give advice, and change behaviour will be offered in a practical and theoretical way.
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Training / practicum</li> <li>• Independent study</li> </ul>
Literature	
Assessment	Consultation (40%); Written plan with food analysis, recommendations about nutrition and physical activity and reflection (60%)
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: nutrition 2

Sections	Description
Title	Nutrition 2: European Nutrition Policy; Nutrition and chronic disease.
Study year	2
Semester	2
Period	4
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Innovate (PAL-6)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	The student will learn about the different policy strategies in Europe in relation to nutrition and a healthy lifestyle. In small groups students will find out how different governments try to cope with the problem of obesity. Also, the student will learn about nutrition and chronic diseases such as obesity, diabetes, anorexia, cancer, etc.
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Presentations</li> <li>• Independent study</li> </ul>
Literature	
Assessment	Presentation (30%) and a multiple choice assessment (70%).
Language	English

Contact person	
Particulars	This course will be taught in English

Study unit: nutrition intervention plan

Sections	Description
Title	Nutrition Intervention Plan
Study year	2
Semester	2
Period	4
Credits	10
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Assessing (PAL-3)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Research (PAL-5)</li> <li>• Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	Students will learn how to make a nutrition intervention plan for a target group. In small groups, they will make an analysis of a school or a company and advise them about a healthy lifestyle with the focus on nutrition. Therefore students are taught to perform a group intake, apply questionnaires, and how to communicate advises in practical and theoretical way.
Instructional method	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practical workshops</li> <li>• Training / practical</li> <li>• Independent study</li> </ul>
Literature	
Assessment	Presentation (20%), written plan (70%) and reflection (10%).
Language	English
Contact person	
Particulars	This course will be taught in English

Semester

# 5

## Policy & entrepreneurship

Sections	Description	
Title	Policy & entrepreneurship	
Study year	3	
Semester number	1	
Credits	30	
Competences	<ul style="list-style-type: none"><li>• Reflection (PAL-1)</li><li>• Professional orientation (PAL-2)</li><li>• Changing behaviour (PAL-4)</li><li>• Research (PAL-5)</li><li>• Innovate (PAL-6)</li><li>• Entrepreneurship (PAL-7)</li><li>• Policy making (PAL-8)</li></ul>	
Prerequisites	TOEFL 550	
Semester Content	<p>The PAL professional focuses on enhancing health by counselling and delivering interventions across a wide range of PANSAS lifestyle factors. When a PAL professional develops interventions, which are successfully realised, it is important to further implement these interventions. For implementing new ways of working within a company, but also for starting up local, regional or national projects and networks, understanding of policy and politics is important.</p> <p>Understanding how organisations function, analysing the organisation, realising processes within the organisation and with various stakeholders, and changing the organisation are important learning outcomes. An entrepreneurial PAL professional will be confronted with aspects such as strategy, finance, marketing, communication, human resources management, and operations and events. Changing these aspects not only requires knowledge on how organisations function but also leadership and an entrepreneurial attitude.</p>	
Courses	Units	Credits
	Strategy and policy game	3
	Business planning and advice	5

	Sports and health policy and governance	3
	Small business and entrepreneurship	3
	Policy implementation	5
	Leadership in sports and health	3
	Integrated business case and organisational development	3
	Final project preparation	3
	Electives	2
Universities teaching this semester	The Netherlands, Denmark	
Contact person		
Particulars	English language	

### Study unit: strategy and policy game

Sections	Description
Title	Strategy and policy game
Study year	3
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	In small groups the students work within a simulation of the field of sports and health policy. Every group represents a certain stakeholder organisation which is related to the other organisations. Assignments come from the central government and are incorporated in a project plan by the groups. The circumstances may change during the time of the simulation. Students develop an understanding of the sports and health policy field.
Instructional method	<p>Seminars: Introduction in one seminar. In other seminars, specialists will exchange their expertise on important topics.</p> <p>Meetings: Occasionally meetings are planned.</p> <p>Student presentations: Twice a week the students work for 4 hours on the game, during which (time) they can get new information or hold last minute meetings.</p>
Literature	
Assessment	The groups deliver several professional products during the game. In the end they present their result and a peer assessment is organised.
Language	English

Contact person	
Particulars	This course will be taught in English

Study unit: business planning and advice

Sections	Description
Title	Business planning and advice
Study year	3
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Research (PAL-5)</li> <li>• Develop / Innovate (PAL-6)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>
Prerequisites	Basic semester project management/ TOEFL 550
Level	Advanced
Course Content	In groups of two, students will search for an external principal within the context of business, care or sports. For this principal they perform a research analysis on the policies and characteristics of the organisation. This analysis will be developed into a strategy. The strategy is then translated into practical advice.
Instructional method	Seminars: Organisational theory on marketing, finance, human resources management, and cultural and organisational change. Workshops: Management practical on the different research techniques for an organisational diagnosis. Internship: One day a week for conducting the research.
Literature	Book: Grit, R. (2008). Project management: a practical approach. Noordhoff. Articles on Blackboard.
Assessment	The two students deliver an organisational diagnosis and business plan advice with feedback from the external principal. A video with the presentation at location of the external principal.
Language	English
Contact person	
Particulars	This course will be taught in English

Study unit: sports and health policy and governance

Sections	Description
Title	Sports and health policy and governance
Study unit code	
Study year	3
Semester	1

Credits	3
Competences	<ul style="list-style-type: none"> <li>• Research (PAL-5)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	Conceptual educational line on the topics of policy and governance in policy. The students select an important dilemma within the field of sports as a mean for obtaining political and societal goals. They get input from lessons and the study material and develop a vision on their own topic and the manner in which this dilemma should be addressed.
Instructional method	<p>Lecture-based topics: Issues are addressed from a policy and governance perspective, using teachers from a number of European countries.</p> <p>Seminars: Students will discuss the lecture content and formulate questions, ideas, and strategies for future academic initiatives.</p> <p>Workshops: Practical workshops related to theoretical areas will be performed.</p> <p>Student presentations: Students will give oral presentations on various topics. Feedback is provided on the academic content and the delivery and style of presentation.</p>
Literature	Book: Müller, R. (2009). Project governance. Gower Publishing Limited.
Assessment	The students must pass a multiple-choice test.
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: small business and entrepreneurship

Sections	Description
Title	Small business and entrepreneurship
Study year	3
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Professional orientation (PAL-2)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	In this conceptual course on small business and entrepreneurship the students work on their understanding and application of entrepreneurial competences. In the workshops they gather information on entrepreneurial and business theory. In sports practice they apply this into organising sports activities

	for each other. The sports activities should be interesting for the target group, create a high involvement for participants, and presented as an experience.
Instructional method	Workshops: Working on thoroughly understanding theories on sports business and entrepreneurship. Sports practice: Organising sports activities for each other.
Literature	Obligatory: <ul style="list-style-type: none"> <li>• Beech, J. &amp; Chadwick, S. (2004). The business of sport management. Pearson Education Limited.</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Nielsen, S.L., Klyver, K., Ewald, M. &amp; Bager, T. (2009). Entrepreneurship in Theory and Practice. Paradoxes in play. University Press of Southern Denmark.</li> </ul>
Assessment	Multiple choice exam Active participation in physical activity
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: policy implementation

Sections	Description
Title	Policy implementation
Study year	3
Semester	1
Credits	5
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Changing behaviour (PAL-4)</li> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	Business planning (semester 3.1)/ TOEFL 550
Level	Advanced
Course Content	In the former period the students conducted research and gave advice for an external principal. In this semester they plan on implementing (part of) this advice. They make a start with an organisational change intervention or a small project. They plan for execution, the change management strategy, a reflection report and feedback from the external principal form the professional product.
Instructional method	Seminars: Theory on examples from change projects within various settings and contexts. Workshops: Management practical on change management from an organisational and a personal perspective Internship: One day a week for conducting the project.
Literature	Articles:

	<ul style="list-style-type: none"> <li>• De Caluwé, L. &amp; Vermaak, H. (2004).</li> <li>• Change Paradigms: an overview. <i>Organization Development Journal</i>, 22 (4): 9-18.</li> </ul>
Assessment	The two students deliver an organisational diagnosis and business plan advice with feedback from the external principal.
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: leadership in sports and health

Sections	Description
Title	Leadership in sports and health
Study year	3
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Professional orientation (PAL-2)</li> <li>• Research (PAL-5)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	In this conceptual educational line the students work on their leadership competences and entrepreneurial mindset. Both leadership styles focusing on tasks and styles focusing on the relationship will be addressed and tested in sports practice. To experience various leadership styles, the students practise in sports practice and management role-plays.
Education method	Workshops: Practical workshops related to theoretical areas on leadership and role-plays to experience leadership styles. Sports practice: In small groups students organise sports activities and reflect on leadership assignments.
Literature	Book: <ul style="list-style-type: none"> <li>• Blanchard, K. (2007). <i>Leading at a higher level</i>. Prentice Hall.</li> </ul>
Assessment	The students must write an essay of no more than 14,400 units (equal to a six-page document). Active participation in physical activity.
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: integrated business case and organisational development

Sections	Description
Title	Integrated business case and organisational development

Study year	3
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Entrepreneurship (PAL-7)</li> <li>• Policy making (PAL-8)</li> </ul>
Prerequisites	TOEFL 550
Level	Advanced
Course Content	In this conceptual educational line the students work on the core competences in this semester: policy and entrepreneurship. Students prepare cases on Blackboard and answer the questions. Within the cases, all topics in this semester come back and are integrated to solve these cases. In the lessons, discussions on the questions and cases help to conceptualise the theories and apply them to practical examples.
Education method	Case practice: Discussions on prepared case.
Literature	
Assessment	Integrated case exam (open book)
Language	English
Contact person	
Particulars	This course will be taught in English

### Study unit: final project preparation

Sections	Description
Title	Final project preparation
Study year	3
Semester	1
Credits	3
Competences	<ul style="list-style-type: none"> <li>• Reflection (PAL-1)</li> <li>• Research (PAL-5)</li> <li>• Entrepreneurship (PAL-7)</li> </ul>
Prerequisites	Basic research (semester 1)/ TOEFL 550
Level	Advanced
Course Content	Students prepare themselves for their final project. They make decisions on topics and potential principals, start with a literature study and formulate research questions and methods.
Instructional method	<p>Seminars: Two seminars introducing the final project assignment, and constraints and examples from different areas.</p> <p>Individual coaching session: The students' personal development coach plans a meeting for discussing their 'plan for execution'.</p>
Literature	
Assessment	<p>Plan for execution.</p> <p>Individual meeting with personal development coach</p>

Language	English
Contact person	
Particulars	This course will be taught in English

Semester

# 6

## Final project

Sections	Description
Title	The professional in the field of PAL
Study year	3
Semester number	6
Credits	30
Competences	<ul style="list-style-type: none"><li>• Reflection (PAL-1)</li><li>• Professional orientation (PAL-2)</li><li>• Assessing (PAL-3)</li><li>• Changing behaviour (PAL-4)</li><li>• Research (PAL-5)</li><li>• Innovate (PAL-6)</li><li>• Entrepreneurship (PAL-7)</li><li>• Policy making (PAL-8)</li></ul> <p>In this semester, all competences should be realised at level D</p>
Prerequisites	Semesters 1-5 have to be completed to take part in semester 6/ TOEFL 550
Semester Content	<p>The semester is completed by carrying out an independent innovating (final) project for an appropriate client in the field of the physical activity and lifestyle counsellor. The results of this project consist of one or more desired professional products and a research report. A professional product might be an exercise programme, a review, a policy plan, an evidence-based intervention, a health protocol, a website, or other products requested by the stakeholders. In the research report the students demonstrate that they are able to manage applied research to develop this professional product</p> <p>The final project consists of the following parts:</p> <ol style="list-style-type: none"><li>1. a research task</li><li>2. a development task</li><li>3. an implementation task.</li></ol>



4. an evaluation and presentation task

In this project the content and the previous levels of competences from the earlier semesters will be integrated to demonstrate that the students are able to:

- Represent a realistic assessment of their competences and development;
- Contribute to their professional development and positioning of the profession in a national and international context;
- Work optimally from their own autonomous responsibility, without preventive control of a supervisor.
- Develop a national and international network to create opportunities for the professional and the profession
- Work as fully equipped professionals and develop the profession
- They contribute to professional development and positioning of the profession in a national and international context

During the final interview students show themselves as being able to function as fully equipped professionals in the field of PAL. This interview is a job interview during which students have to demonstrate that they are capable of possessing and carrying out all the competences of PAL at D level as mentioned above. The input for the final interview consists of a show portfolio, 2 relevant scientific articles of the field of PAL, a personal process report, and a governmental health report. Students also have to visit a relevant congress before taking part in this interview

Courses	Units	Credits
	Final project	27
	Final interview	3
Universities teaching this semester		
Contact person		
Particulars	English language	

# 8

## The final project

The final project consists of carrying out an independent project for a relevant stakeholder in the field of PAL. The final project is the component in which the students demonstrate that they are capable as starting professionals to participate in the field of PAL. In short, this means that during the project, they will bring employability skills at level D. Level D means that the students are able to function independently in complex situations. Furthermore students need to act pro-actively.



To ensure that the students will act in a realistic project. The results of this project need to include one or more professional product(s). A professional product, for example, can be a physical activity intervention, a relevant article in a magazine, a policy advise, and so on. The final project consists of the following parts:

1. a research task
2. a development task
3. an implementation task.
4. an evaluation and presentation task
5. elaboration of the tasks:

## The research task



Based on the given problem or question being investigated, this can be a "what-question" (descriptive research, in which the student tries to analyse the situation), or a "why-question" (exploratory research: how come that...?) when students want to determine whether something is true. Based on the problem, they will make a study plan. Data is collected using a data collection technique (literature study, questionnaire, observation form, interview, etc.) These data are analysed and form the basis of the research report.

## The development task

Based on the research and the demand of the stakeholder, a real professional product has to be developed. This could be for instance an exercise programme, a review, a policy plan, an evidence-based intervention, a health protocol, a website, or other products requested by the stakeholders.

## The implementation task

During this task, the developed professional product is tested in the field.

## The evaluation and presentation tasks

In the end, the project has to be presented to the stakeholder through this task by means of an accountability report. In addition, the professional product is presented to the stakeholder (see also the appendices to the assessment protocol).

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