



Approved on .....16<sup>th</sup> December 2016.....

## **PROGRAMME SPECIFICATION**

### **1. General information**

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BSc (Hons)</b>
<b>Title of programme(s)</b>	<b>Sport &amp; Exercise Sciences (Sports Psychology)</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	
<b>Duration and mode(s) of study</b>	<b>3 years, full-time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2014</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	
<b>UCAS course code &amp; code name</b>	<b>C600</b>
<b>Venue(s)</b>	<b>On campus</b>

### **2. Aims of the programme**

<b>Rationale and general aims</b>
<p>This programme fuses the key areas of sport and exercise sciences: psychology, physiology and biomechanics with interdisciplinary content to provide graduates with the broad range of knowledge and skills. Specifically, the programme places extra emphasis on sport psychology to provide would-be sport and exercise scientists with a domain of expertise.</p> <p>The programme also incorporates professional development and employability skills to equip graduates with the experience required to succeed in the workplace or postgraduate study.</p> <p>The general aims of the programme are to:</p> <ol style="list-style-type: none"> <li>i. Develop a sound understanding of the scientific and social scientific basis of sport and exercise sciences.</li> <li>ii. Develop intellectual skills of critical analysis, reflection, synthesis and problem solving.</li> <li>iii. Develop study skills for learning, and the ability to work effectively both independently and within teams.</li> <li>iv. Develop confidence in formal and informal communication.</li> <li>v. Develop a range of skills needed by those working in sport and exercise sciences contexts.</li> </ol>

- vi. Provide grounding in selected areas of sport and exercise sciences, incorporating a range of teaching methods to broaden the variety of learning experiences.
- vii. Provide students with knowledge and understanding of key areas of the discipline and critically evaluate relevant research.
- viii. Enable students to develop scientific skills of inquiry, critical analysis and reporting.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

- K1 Demonstrate knowledge and understanding of the scientific basis of sport and exercise performance.
- K2 Demonstrate knowledge and understanding of a range of research methods in sport and exercise sciences.
- K3 Demonstrate a critical awareness of issues within a sport and exercise sciences context.
- K4 Develop and applied, understanding and problem solving skills within a professional context.
- K5 Demonstrate knowledge and understanding of sport psychology practice.
- I1 Critically assess and evaluate evidence.
- I2 Describe and analyse information.
- I3 Develop a reasoned argument and challenge assumptions.
- P1 Utilise subject-related skills within laboratory and field contexts.
- P2 Design, conduct and evaluate small scale research.
- P3 Practically apply theoretical knowledge of sport and exercise and/or psychology.
- E1 Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- E2 Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- E3 Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E4 Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E5 Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

- E6 Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
- E7 Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.
- E8 World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.

See also the generic objectives set out in section 4 below.

### Statement of congruence with the relevant published subject benchmark statements

The learning outcomes for the Sport and Exercise Sciences scheme are congruent with the QAA subject benchmarks statement for Hospitality, Leisure, Sport and Tourism (2008).

In particular, programme outcomes relate to “human responses and adaptations to sport and exercise” and “the performance of sport and exercise and its enhancement, monitoring and analysis”.

## 4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degrees

*This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.*

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.</p>	<p><b>Generic learning outcomes for the award of Certificate of Higher Education:</b></p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p><b>Generic learning outcomes for the award of Diploma of Higher Education:</b></p> <p>On successful completion of at least 240 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate:</b></p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul>

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.

**Generic learning outcomes for the award of an Ordinary Degree:**

On successful completion of at least 300 credits, students will have demonstrated, **in addition to the outcomes for a Diploma:**

- i) an ability to make flexible use of disciplinary concepts and techniques;
- ii) critical evaluation of approaches to solving problems in a disciplinary context;
- iii) an ability to work autonomously within a structured learning experience;
- iv) effective communication of the results of their work in a variety of forms;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

## 5. Content

### Summary of content by theme (providing a 'vertical' view through the programme)

All of the sport and exercise sciences programmes follow a similar theme for five of the six strands: psychology, physiology, biomechanics, professional development and research methods. Finally, each programme contains a strand specific to its emphasis. For this programme, the emphasis is on further sports psychology.

The three core aspects of sport and exercise sciences develop from underpinning theory at level four to applied practice at level six. Some modules included within these strands also encourage an interdisciplinary approach to sport and exercise sciences.

The personal and professional development strand includes critical thinking skills and 'Development Tutorials' at level four and a compulsory work placement at the end of the year. A further compulsory work placement takes place at the end of level five or via the Volunteering module; with an optional professional module at level six.

The research strand includes research methods at level four and five, culminating in the option for students to select a 20-credit research project at level six or a 40-credit dissertation.

During level five and particularly emphasised at level six is the practice element of sport and exercise sciences, requiring more autonomous learning.

## 6. Structure

## BSc (Hons) Sport and Exercise Sciences (Sports Psychology)

**Duration:** 3 years full-time / 6 years part-time

**Total credit rating:** 360

**Level 4** – with effect from September 2013

Please see section 8 and refer to the Prospectus for entry requirements.

**Core:** Candidates are required to take:

SHN4282	Anatomy and Physiology	Sem 1	20 credits
SHN4402	Motor Performance and Development	Sem 1	20 credits
SHN4302	Sport and Exercise Psychology	Sem 2	20 credits
SHN4312	Performance Analysis	Sem 2	20 credits
SHN4142	Research Methods 1	Sem 2	20 credits
LTU4992	Critical Thinking Skills	Sem 1	20 credits

**Programme-level Assessment:** Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

**Level 5** – with effect from September 2014

Progression requirements: minimum of 120 credits from Level 4

**Core:** Candidates are required to take:

SHN5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN5142	Research Methods 2	Sem 2	20 credits
SHN5222	Biomechanical Analysis of Performance	Sem 2	20 credits
SHN5172	Physiology of Training	Sem 2	20 credits

**Option:** Candidates are required to choose either of the following:

SHN5152	Professional Development and Placement 2	Sem 1	20 credits
SHN5162	Volunteering in SHN	Sem 1 & 2	20 credits

**Level 6** – with effect from September 2015

Progression requirements: minimum of 120 credits from Level 5

**Core:** Candidates are required to take:

SHN6292	Applied Sport Psychology	Sem 2	20 credits
SHN6164	Dissertation*	Sem 1 & 2	40 credits

**Option:** Candidates are required to choose 60 or 80 credits from the following:

SHN6212	Performance Physiology**	Sem 1	20 credits
SHN6242	Applied Biomechanics and Movement Analysis**	Sem 1	20 credits
SHN6222	Sports Injury	Sem 1	20 credits
SHN6202	Physical Activity and Behaviour Change	Sem 2	20 credits
PSY6462	Counselling Psychology	Sem 1 & 2	20 credits
SHN6192	Professional Learning through Work	Sem 1 & 2	20 credits

\*\* There is a prerequisite for enrolment on these modules – see module descriptors

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statements, Leeds Trinity Mission Statement and Corporate Plan and Leeds Trinity Learning, Teaching and Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion which progresses student learning and understanding of the subject. They relate one to each other in a manner which properly informs students of contemporary issues within sport and exercise sciences, while simultaneously working to raise students' intellectual capacities to higher levels of inquiry. The period of work-based learning provides the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills.

The programme uses a range of teaching methods including lectures, tutorials, seminars, workshops and practical sessions as appropriate to the subject matter and student numbers.

### **Professional Development and Placement:**

Each student undertakes a placement at both level 4 and level 5. At level 4 this is supported by weekly Development Tutorials to help prepare students for their placement whilst also to support academic development through transition from school/college to university and during their first year of study. Students will be supported through the provision of directed activities throughout all modules and Development Tutorials at Level 4. The placement for the Sport & Exercise Sciences Suite of programmes is assessed through the programme level assessment as further illustrated below.

### **Programme Level Assessment:**

At the end of level four, students are required to undertake programme level assessment to demonstrate their progress towards programme learning outcomes. This is achieved by reviewing content from all modules studied at level four while simultaneously preparing them for an upcoming 5-week work placement. The assessment may address the following:

1. Uses a variety of written forms and practical activities in order to reflect the academic and vocational elements of the programme.
2. Uses a combination of coursework and timed examinations at each level in order to test students' ability to work to different time-scales and within different constraints.
3. Progressively moves from testing breadth to depth of knowledge, understanding and skills.
4. Reflects the Leeds Trinity's mission by its concern with development and the affirmation of individual learners.
5. Achieves effectiveness by means of Leeds Trinity and departmental procedures, policies and guidelines for design, marking and administration of processes.
6. Utilises programme-level assessment to ensure students are working towards programme learning outcomes as well as module learning outcomes.

Includes negotiated assessments.

## 7b) Module details

Module number and name <i>(Include both as shown below)</i>	Learning and teaching methods	Assessment				Teaching staff <i>(Module co-ordinator shown as first name, in bold script)</i>	Venue <i>(if not College premises)</i>
		Component form <i>(eg. Assessed essay or Unseen paper)</i>	Magnitude <i>(eg. 2,000 words or 2 hours)</i>	Weighting and/or Pass/Fail	Timing <i>(Semester &amp; indicative teaching week for Registry planning purposes)</i>		
<b>Level 4</b>							
SHN4302 Sport and Exercise Psychology	Workshops,	Response to problem 1  Response to problem 2  Directed Activities	2000 wds  2000 wds	45%  45%  Pass=100% of 10% Fail=0%	Mid Semester 2  End Semester 2  End Sem 2	<b>Chris Rowley</b>	
SHN4282 Anatomy and Physiology	Lectures, practical workshops	Portfolio  2x short tests  Directed Activities	2000 words  30 mins each	70%  20%  Pass=100% of 10% Fail=0%	End Semester 1  Ongoing Semester 1  Ongoing Semester 1	<b>Matthew Sedgwick</b>	
SHN4312 Performance Analysis	Lectures, laboratory sessions	Exam  Case Study  Directed Activities	1.5 hours  2,000 words equiv	45%  45%  Pass=100% of 10% Fail=0%	End Semester 2  End Semester 2  End Semester 2	<b>Kirstie Grace</b>	
SHN4402 Motor Performance and Development	Lectures, seminars, practical	Report  Directed Activities	4000 words	90%  Pass=100% of 10% Fail=0%	End Semester 1  End Semester 1	<b>Chris Rowley</b>	
SHN4142 Research Methods 1	Lectures, seminars, IT workshops, guided independent study	Portfolio  Directed Activities	4,000 words equivalent  -	90%  Pass=100% of 10% Fail=0%	End Sem 2  Sem 2	<b>Rachael McDonald</b>	

LTU4002 Critical Thinking Skills	Lectures, debates, workshops	Online plagiarism test and essay	1,500 words	50%	Mid Semester 1	<b>Various</b>	
		Neotiated assessment	2,000 words or 10 minutes	50%	End Semester 1		
<b>Level 5</b>							
SHN5262 Sport Psychology: Theory to Practice	Lectures, seminars	Poster and presentation	Poster, 15 minute presentation	50%	End of Sem 1	<b>Jon Radcliffe &amp; Chris Rowley</b>	
		Report	2000 words	50%	End of Sem 1		
SHN5172 Physiology of Training	Lectures, laboratory sessions	Group journal article presentation	15 mins	35%	Mid Semester 2	<b>Matthew Sedgwick</b>	
		Scientific Laboratory Report	2,500 words	65%	End Semester 2		
SHN5222 Biomechanical Analysis of Performance	Lectures, laboratory sessions	Portfolio of Laboratory Reports	4,000 words	100%	Throughout Semester 2	<b>Kirstie Grace</b>	
SHN5202 Coaching and Assessment of Performance	Lectures, practical sessions	Coaching and Assessment File	4,000 words	100%	End Semester 1	<b>John Radcliffe</b>	
SHN5142 Research Methods 2	Lectures, workshops, tutorials, guided independent study	Portfolio	4000 words	100%	End Sem 2	<b>Chris Rowley</b>	
SHN5152 Professional Development and Placement 2	Lectures, workshops, tutorials, placement, guided independent study	Placement portfolio	4,000 words	100%	1 week after placement	<b>Catherine Rowlands</b>	
		Practical performance		Pass/Fail	During Placement		
SHN5162 Volunteering in Sport, Health and Nutrition,	Lectures, workshops, tutorials, volunteering hours, volunteering preparation, reporting and guided independent study	Volunteering report	4000 words	100%	1 week after placement	<b>Kostas Zervas</b>	
		Practical performance	n/a	Pass/Fail	During Placement		
<b>Level 6</b>							
SHN6292 Applied Sport Psychology	Lectures, interest groups, tutorials	Case Study	4,000 words	100%	End Semester 2	<b>Jon Radcliffe &amp; Chris Rowley</b>	



SHN6164 Dissertation	Lectures, workshops, tutorials, guided independent study	Ethics submission	1,000 words	Pass/Fail	Mid Sem 1	<b>Ian Kenvyn</b>	
		Written dissertation	8,000 words	100%	End of Sem 2		
SHN6212 Performance Physiology	Lectures, practical workshops, seminars	Portfolio	4,000 words equiv	100%	Throughout Semester 1	<b>Rachael McDonald</b>	
SHN6242 Applied Biomechanics and Movement Analysis	Lectures, laboratory sessions	Extended Literature Review	3,000 words	50%	Mid Semester 1	<b>Kirstie Grace</b>	
		Poster Defence	500-1,000 words	50%	End Semester 1		
SHN6222 Sports Injury	Lectures, practical sessions, seminars	Case Study Report	4,000 words	100%	End Semester 1	<b>Matthew Sedgwick</b>	
SHN6202 Physical Activity and Behaviour Change	Lectures, seminars	Assignment	2,000 words	50%	End Semester 2	<b>Nicola Eccles</b>	
		Individual Case Study	1,500 words	30%	End Semester 2		
		Group Case Study	1,000 words	20%	End Semester 2		
PSY6462 Counselling Psychology	Lectures, workshops	Essay	2,500 words	50%	End Semester 1	<b>Peter Spencer</b>	
		Exam	2 hours	50%	End Semester 2		
SHN 6192 Professional Learning Through Work	Initial lecture contact, periodic review seminars, online telephone support tutorial, Independent study and project development/ engagement	Project proposal, negotiation & contracting.	1,000 words equiv.	Pass/Fail	Middle of Sem 1	<b>Ian Kenvyn</b>	
		Final project report & reflections	4,000 words	75%	End of Sem 2		
		Oral presentation of project development, completion & outcomes	15 minutes	25%	End of Sem 2		





## 8. Entry requirements

A strong rationale must be provided for any deviation from the following norms:

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:  
5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and three should be GCSE English Language, Maths and Science at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

*Other non-certificated requirements...*

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the College's Assessment of Prior Learning (APL) procedures.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

See regulations for Leeds Trinity University awards.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level  
*Include the rationale which justifies imposition of the prerequisite(s).*

## 11. External examining arrangements

External examining arrangements  
(eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)

Dr Andrea Faull is the external examiner for Sport & Exercise Sciences programmes.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

The Sport and Exercise Sciences scheme contains a five-week professional attachment in Levels 4 and a six-week professional attachment in level 5.

Students are not limited in the range of experience they may gain by this placement but suitability must be agreed between the student and the module leader prior to the placement.

Dissertations are encouraged to be specific to sport psychology.

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### **13. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)

Students with disabilities are welcome and will be able to fully participate in the course. Special arrangements will be made to accommodate individual student needs wherever possible.