Form NP3

Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body *(if applicable)*	
Final award *(eg. BA Hons)*	**BSc (Hons)**
Title of programme(s)	**Sport & Exercise Sciences (Sports Nutrition)**
Subsidiary award(s) *(if any)*	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	
Duration and mode(s) of study	**3 years, full-time**
Start date (this version) *(month and year)*	**September 2014**
Periodic review next due *(acad. year)*	
UCAS course code & code name	**C6B4**
Venue(s)	**On campus**

2. Aims of the programme

Rationale and general aims
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 strength and conditioning to provide would-be sport and exercise scientists with a domain of expertise. The programme also incorporates professional development and employability skills to equip graduates with the experience required to succeed in the workplace or postgraduate study. The general aims of the programme are to: i. Develop a sound understanding of the scientific and social scientific basis of sport and exercise sciences. ii. Develop intellectual skills of critical analysis, reflection, synthesis and problem solving iii. Develop study skills for learning, and the ability to work effectively both independently and within teams. iv. Develop confidence in formal and informal communication. v. Develop a range of skills needed by those working in sport and exercise sciences contexts. 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.
ix.	Work towards accreditation as a graduate member of the Sport and Exercise Nutrition Register.

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 applied knowledge, understanding and problem solving skills within a professional context.
K5	Demonstrate knowledge and understanding of sports nutrition 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 nutrition.
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	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic learning outcomes for the award of Certificate of Higher Education:** On successful completion of at least 120 credits, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.	**Generic learning outcomes for the award of Diploma of Higher Education:** On successful completion of at least 240 credits, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques;

	iv) proficient communication of the results of their work; 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.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.	

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 sports nutrition. Content within this programme has been mapped to the core competencies required by the Sport and Exercise Nutrition register (SENr) (Appendix 1). This will enable students to obtain the scientific knowledge component required to become a registered Sport and Exercise Nutritionist. They will also be working towards the professional application elements required. Upon completion of the degree, students will be eligible to apply to the graduate register of the SENr. SENr are hoping to begin fully accrediting courses to enable direct graduate registration in the near future and are keen to include this programme in that process. 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 professional development strand includes compulsory work placements at level four and level five 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 Nutrition)

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
SHN4232	Introduction to Food and Nutrition	Sem 1	20 credits
SHN4312	Performance Analysis	Sem 2	20 credits
SHN4302	Sport and Exercise Psychology	Sem 2	20 credits
SHN4142	Research Methods 1	Sem 2	20 credits
SHN4272	Professional Development and Placement 1	Sem 1 & 2	20 credits

Level 5 – with effect from September 2014
Progression requirements: minimum of 120 credits from Level 4

Core: Candidates are required to take:

SHN5222	Biomechanical Analysis of Performance**	Sem 1	20 credits
SHN5192	Sport and Performance Nutrition	Sem 1	20 credits
SHN5142	Research Methods 2	Sem 2	20 credits
SHN5262	Sport Psychology: Theory to Practice	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	20 credits

Level 6 – with effect from September 2015
Progression requirements: minimum of 120 credits from Level 5

Core: Candidates are required to take:

SHN6122	Applied Sport Nutrition	Sem 1 & 2	20 credits

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

SHN6152	Research Project	Sem 1 & 2	20 credits
SHN6164	Dissertation*	Sem 1 & 2	40 credits

*SHN6164 Dissertation cannot be taken without permission from the Module tutor, following approval candidates will be required to Drop module SHN6152 and a further 20 option credits. Students should normally have 60% for all components of Research Methods at Level 5 and an overall 2i mean score for all Level 5 modules is required.

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 2	20 credits
SHN6222	Sports Injury	Sem 1	20 credits
SHN6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN6252	Advanced Sport and Performance Nutrition**	Sem 2	20 credits
SHN6182	Healthy Weight: Practical Strategies	Sem 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

Professional Learning through Work may not be taken with Dissertation.

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.

Assessment within the programme:

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.

7b) Module details

Module number and name *(Include both as shown below)*	**Learning and teaching methods**	**Assessment**				**Teaching staff** (Module co-ordinator shown as first name, in bold script)	**Venue** (if not College premises)
		Component form (eg. Assessed essay *or* Unseen paper)	Magnitude (eg. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week for Registry planning purposes)		
SHN4302 Sport and Exercise Psychology	Lectures and workshops	Response 1 Response 2	2000 words equivalent 2000 words equivalent	50% 50%	Mid Semester 2 End Semester 2	**John Perry**	
SHN4282 Anatomy and Physiology	Lectures, practical workshops	Exam Exam	1.5 hours 1.5 hours	50% 50%	Mid Semester 1 End Semester 1	**Rachael McDonald**	
SHN4312 Performance Analysis	Lectures, laboratory sessions	Exam Case Study	2 hours 2,000 words equiv	50% 50%	Mid Semester 2 End Semester 2	**Kirstie Grace** Tim Bennett	
SHN4232 Introduction to Food and Nutrition	Lectures, seminars,workshops	Assignment	4,000 words	100%	End Semester 1	**Lisa Gatenby**	
SHN4142 Research Methods 1	Lectures, seminars. IT	Portfolio	4,000 words equiv	100%	Mid and End Semester 2	**Rachael McDonald**	
SHN4272 Professional Development and Placement 1	Lectures, workshops, tutorials and placement	Professional Development Portfolio Placement Report Practical Performance	1,500 words equiv 2,000 words	40% 60% Pass/Fail	Throughout Semester 1 & 2 1 week after placement During placement	**Kirstie Grace**	
SHN5262 Sport Psychology: Theory to Practice	Lectures, seminars	Poster and presentation Report	Poster, 10 minute presentation 2000 words	25% 75%	End of Sem 2 End of Sem 2	**John Perry**	
SHN5172 Physiology of Training	Lectures, laboratory sessions	Critical Literature Review Scientific Laboratory Report	2,000 words 2,000 words	50% 50%	Mid Semester 1 End Semester 1	**Matthew Sedwick**	
SHN5222 Biomechanical Analysis of Performance	Lectures, laboratory sessions	Portfolio of Laboratory Reports	4,000 words	100%	Throughout Semester 2	**Kirstie Grace**	

SHN5192 Sport and Performance Nutrition	Lectures, seminars,	Essay	4,000 words	100%	End Semester 1	**Sally Moore**	
SHN 5142 Research Methods 2	Lectures, seminars	Portfolio	4000 words	100%	Throughout Sem 2	**Tim Bennett**	
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement	Placement portfolio Practcal Placement	4,000 words	100% Pass/Fail	1 week after placement During placement	**Catherine Rowlands**	
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering	Professional Development Portfolio Volunteering Report Practcal Placement	1,500 words equiv 3,000 words	30% 70% Pass/Fail	Mid Semester 1 1 week after volunteering During placement	**Tim Bennett**	
SHN6122 Applied Sport Nutrition	Lectures, interest groups, tutorials	Case Study	4,000 words	100%	End Semester 2	**John Perry**	
SHN6152 Research Project	Lectures, tutorials	Research Proposal Research Project	1,000 words 6,000 words	20% 80%	End Semester 1 End Semester 2	**Phil McDonald**	
SHN6164 Dissertation	Lectures, tutorials	Research Proposal Written Dissertation Oral Presentation	1,000 words 10,000 words 20 minutes	Pass/Fail 80% 20%	Mid Semester 1 End Semester 2 End Semester 2	**Ian Kenvyn**	
SHN6212 Performance Physiology	Lectures, practical workshops, seminars	Portfolio	4,000 words equiv	100%	Throughout Semester 1	**Rachael McDonald**	
SHN6242 Applied Biomechanics and Movement Analysis	Lectures, laboratory sessions	Extended Literature Review Poster Defence	3,000 words 500-1,000 words	50% 50%	Mid Semester 2 End Semester 2	**Kirstie Grace** **Tim Bennett**	
SHN6222 Sports Injury	Lectures, practical sessions, seminars	Case Study Report	4,000 words	100%	End Semester 1	**Tim Bennett**	
SHN6202 Physical Activity and Behaviour Change	Lectures, seminars	Assignment Individual case study Group case study	2000 words 1500 words 1000 words	50% 30% 20%	End Sem 2 End Sem 2 End Sem 2	**Nicola Eccles**	
SHN6252 Advanced Sport and Performance Nutrition	Lectures, seminars, laboratory sessions	Case Study Report (including advanced dietary analysis)	4,000 words	100%	End Semester 2	**Sally Moore**	
SHN6182 Healthy Weight: Practical Strategies	Lectures, seminars, VLE (e-tivities), individual tutorials	Poster Presentation Literature Review	20 minutes 3,000 words	30% 70%	Mid Semester 2 End Semester 2	**Lisa Gatenby** **Lourdes Santos-Merx**	

SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	Project and Negotiation Project report and Reflections Oral Presentation	1,000 words equiv 4,000 words 15 minutes	Pass/Fail 75% 25%	Mid Semester 1 End Semester 2 End Semester 2	**Ian Kenvyn**	

7c) Programme learning outcomes covered

		Assessed learning outcomes of the programme											**Skills development**							
	K1	**K2**	**K3**	**K4**	**K5**	**I1**	**I2**	**I3**	**P1**	**P2**	**P3**		**E1**	**E2**	**E3**	**E4**	**E5**	**E6**	**E7**	**E8**
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Demonstrate knowledge and understanding of the scientific basis of sport and exercise performance	Demonstrate knowledge and understanding of a range of research methods in sport and exercise sciences	Demonstrate a critical awareness of issues within a sport and exercise sciences context	Apply knowledge, understanding and problem solving skills within a professional context	Demonstrate knowledge and understanding of sports nutrition practice.	critically assess and evaluate evidence	describe and analyse information	develop a reasoned argument and challenge assumptions	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research	demonstrate knowledge and understanding of sport and exercise and/or psychology		Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN4302 Sport and Exercise Psychology	■	■				■		■						■	■	■	■			
SHN4282 Anatomy and Physiology	■		■				■		■				■	■			■	■		■
SHN4312 Performance Analysis	■	■	■	■			■		■		■		■	■			■	■		
SHN4232 Introduction to Food and Nutrition	■		■		■				■	■				■	■	■	■	■		
SHN4142 Research Methods 1		■	■			■				■					■	■	■	■		
SHN4272 Professional Development and Placement 1				■		■	■		■		■		■	■	■	■		■	■	■
SHN5262 Sport Psychology:	■	■	■			■	■	■	■	■	■			■	■		■	■		

Theory to Practice																				
SHN5172 Physiology of Training																				
SHN5222 Biomechanical Analysis of Performance																				
SHN5192 Sport and Performance Nutrition																				
SHN5142 Research Methods 2																				
SHN5152 Professional Development and Placement 2																				
SHN5162 Volunteering in SHN																				
SHN6122 Applied Sport Nutrition																				
SHN6152 Research Project																				
SHN6164 Dissertation																				
SHN6212 Performance Physiology																				
SHN6242 Applied Biomechanics and Movement Analysis																				
SHN6222 Sports Injury																				
SHN6202 Physical Activity and Behaviour Change																				
SHN6252 Advanced Sport and Performance Nutrition																				
SHN6182 Healthy Weight: Practical Strategies																				

SHN6192 Professional Learning through Work																				

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 the 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 six-week professional attachment in Levels 4 and 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.

Research projects or dissertations are encouraged to be specific to sport nutrition.

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.