



## 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> <li>vi. Provide grounding in selected areas of sport and exercise sciences, incorporating a</li> </ol>

- 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.

<p>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.</p> <p>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.</p> <p>See also the generic objectives set out in section 4 below.</p>
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Statement of congruence with the relevant published subject benchmark statements
<p>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).</p> <p>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”.</p>

#### 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><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>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 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> <p>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.</p>

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.</p>	<p><b>Generic learning outcomes for the award of an Ordinary Degree:</b></p> <p>On successful completion of at least 300 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"><li>i) an ability to make flexible use of disciplinary concepts and techniques;</li><li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li><li>iii) an ability to work autonomously within a structured learning experience;</li><li>iv) effective communication of the results of their work in a variety of forms;</li></ul> <p>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.</p>
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## 5. Content

<b>Summary of content by theme (providing a 'vertical' view through the programme)</b>
<p>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.</p> <p>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.</p> <p>The professional development strand includes compulsory work placements at level four and level five with an optional professional module at level six.</p> <p>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.</p> <p>During level five and particularly emphasised at level six is the practice element of sport and exercise sciences, requiring more autonomous learning.</p>

## 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
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
SHN5202	Coaching and Assessment of Performance	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 & 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 1 & 2	20 credits
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**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
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

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 <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>		
SHN4302 Sport and Exercise Psychology	Lectures and workshops	Response 1	2000 words equivalent	50%	Mid Semester 2	<b>John Perry</b>	
		Response 2	2000 words equivalent	50%	End Semester 2		
SHN4282 Anatomy and Physiology	Lectures, practical workshops	Exam	1.5 hours	50%	Mid Semester 1	<b>Rachael McDonald</b>	
		Exam	1.5 hours	50%	End Semester 1		
SHN4312 Performance Analysis	Lectures, laboratory sessions	Exam	2 hours	50%	Mid Semester 2	<b>Kirstie Grace</b> Tim Bennet	
		Case Study	2,000 words equiv	50%	End Semester 2		
SHN4402 Motor Performance and Development	Lectures, seminars, practical	Online Test	1 hour	40%	Mid Semester 1	<b>John Perry</b>	
		Movement Analysis Report	2,500 words	60%	End Semester 1		
SHN4142 Research Methods 1	Lectures, seminars. IT	Portfolio	4,000 words equiv	100%	Mid and End Semester 2	<b>Rachael McDonald</b>	
SHN4272 Professional Development and Placement 1	Lectures, workshops, tutorials and placement	Professional Development Portfolio	1,500 words equiv	40%	Throughout Semester 1 & 2	<b>Kirstie Grace</b>	
		Placement Report	2,000 words	60%	1 week after placement		
		Practical Performance		Pass/Fail	During placement		

SHN5262 Sport Psychology: Theory to Practice	Lectures, seminars	Poster and presentation Report	Poster, 10 minute presentation 3000 words	25% 75%	End of Sem 2 End of Sem 2	<b>Jon Radcliffe</b>	
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	<b>Matthew Sedgwick</b>	
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 Perry</b>	
SHN 5142 Research Methods 2	Lectures, seminars	Portfolio	4000 words	100%	Throughout Sem 2	<b>Tim Bennett</b>	
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement	Placement portfolio Practical Placement	4,000 words	100% Pass/Fail	1 week after placement During placement	<b>Catherine Rowlands</b>	
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering	Professional Development Portfolio Volunteering Report Practical Placement	1,500 words equiv 3,000 words	30% 70% Pass/Fail	Mid Semester 1 1 week after volunteering During placement	<b>Tim Bennett</b>	
SHN6292 Applied Sport Psychology	Lectures, interest groups, tutorials	Presentation Case Study	10 minutes 4,000 words	20% 80%	Mid Semester 1 End Semester 2	<b>John Perry</b>	



SHN6152 Research Project	Lectures, tutorials	Research Proposal	1,000 words	20%	End Semester 1	<b>Phil McDonald</b>	
		Research Report	6,000 words	80%	End Semester 2		
SHN6164 Dissertation	Lectures, tutorials	Research Proposal	1,000 words	Pass/Fail	Mid Semester 1	<b>Ian Kenvyn</b>	
		Written Dissertation	10,000 words	80%	End Semester 2		
		Oral Presentation	20 minutes	20%	End Semester 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 2	<b>Kirstie Grace</b>	
		Poster Defence	500-1,000 words	50%	End Semester 2		
SHN6222 Sports Injury	Lectures, practical sessions, seminars	Case Study Report	4,000 words	100%	End Semester 1	<b>Tim Bennett</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		
SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	Project and Negotiation	1,000 words equiv	Pass/Fail	Mid Semester 1	<b>Ian Kenvyn</b>	
		Project report and Reflections	4,000 words	75%	End Semester 2		
		Oral Presentation	15 minutes	25%	End Semester 2		







## 8. Entry requirements

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

Honours degree programmes
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>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).</p> <p>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).</p> <p><i>Other non-certificated requirements...</i></p> <p>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.</p>

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (Modules which <u>must</u> 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 <u>must</u> be passed before enrolment on a module at a higher level <i>Include the rationale which justifies imposition of the prerequisite(s).</i>
For SHN6164, Dissertation, Students should normally have a 2:1 profile at level 5 and obtained a score of at least 60% in all components of Research Methods 2. This is to ensure that only students with a reasonable chance of success in the module register for it, as it is worth 40 credits as opposed to 20, which could have significant consequences on obtaining degree classification.

## 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 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 psychology.

### **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.