

Approved July 2017  
Effective for BSc (Hons) Sport and Exercise Sciences (Sports Nutrition) from September 2017

## PROGRAMME SPECIFICATION

### 1. General information<sup>6</sup>

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Parent School</b>	<b>SSHS</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 and Exercise Sciences (Sports Nutrition)</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	<b>CertHE, DipHE and BSc (fallback awards)</b>
<b>Honours type</b>	<b>Single</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 2017</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>2021/22</b>
<b>JACS subject code(s)</b> <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	<b>C600</b>
<b>SITS codes</b> <i>(Course / Pathway / Route)</i>	<b>SPESNSH</b>
<b>UCAS course code &amp; code name</b>	<b>C6B4</b>
<b>Delivery Venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b></p> <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 sports nutrition 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>Develop a sound understanding of the scientific and social scientific basis of sport and</li> </ol>
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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)
- practical 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.

On successful completion of the programme students will have demonstrated the ability to understand theoretical knowledge and research evidence about/ to be able to:

- 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 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.

### 3a External benchmarks

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

The programme objectives were developed with reference to the QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008), the QAA Framework for HE Qualifications, the Further and Higher Education Qualification Descriptors and the University Learning, Teaching and Assessment Strategy. Consideration was also given to the proposed updated QAA subject benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2016).

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 subsidiary awards

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><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>

<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>	<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><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>
<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>	<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>

## 5. Content

<p><b>Summary of content by theme (providing a 'vertical' view through the programme)</b></p>
<p>The three core aspects of sport and exercise sciences develop from underpinning theory at Level 4 to applied practice at Level 6. Some modules included within these strands also encourage an interdisciplinary approach to sport and exercise sciences.</p> <p>The personal and professional development strand includes <i>Ethics Society and Employability</i> and 'Development Tutorials' at Level 4 and a compulsory work placement at the end of the year. A further compulsory work placement takes place at the end of Level 5 or via the Volunteering module; with an optional professional module at Level 6 in which students are required to complete a work based project in <i>Professional Learning through Work</i>.</p> <p>The research strand includes specific research methods modules at all levels. However, it also ensures that practical application of research methods is embedded across the curriculum at Level 4. Indicative content of the modules ensures that research and data analysis is the grounding for many modules. Appropriate research practices are also incorporated into summative assessment methods and enable students to contextualise the implications research has for practice especially aligning particular methods with specific disciplines. At Level 5, there is a module entitled <i>Research Methods</i> which consolidates the Level 4 content and provides focused guidance in preparation for composing a dissertation proposal and ethics application. Finally, the 40-credit dissertation at Level 6 requires students to complete a large scale independent research project in an area of their choosing albeit related to the programme. Students will receive individualised support from an academic member of staff with similar interests.</p> <p>During Level 5, and particularly emphasised at Level 6, is the practice element of sport and exercise sciences which requires more autonomous learning. There is a large focus on data collection, analysis, and practical application. The applied nature of the programme is especially evident in the applied modules at Level 6 where students must use their acquired knowledge to develop a case study documenting their professional approach to a scenario.</p>

Each year, students will complete 120 credits. Modules are 20 credits except the Dissertation (40 credits) and the Programme Level Assessment (0 credits).

In Level 4 (first year) students will complete a number of compulsory modules across both semesters. This will provide them with the foundation in sport and exercise sciences whilst also including a specialist module to introduce them to nutrition. Students will complete a module which spans both semesters called *Ethics, Society and Employability*. This module will challenge students to think about how they can contribute to society and also provide them with important employability skills. This module is concluded with their first professional placement at the end of Semester 2. Students will also complete Programme Level Assessment; this is their opportunity to combine all the skills and knowledge they have acquired across their first year at University to complete a sport related project.

In Level 5, students will develop knowledge in the strands of psychology, biomechanics and physiology and, of course, build on the programme's speciality of sport and performance nutrition. Students will begin planning their dissertation project in this year in *Research Methods* and also complete a second placement. Students are provided with flexibility and, to reward any current voluntary work they are completing, they have the option to choose either Volunteering if they regularly engage in related professional practice over the course of the year or Professional Development and Placement where they complete a full-time block of 6 weeks of professional practice at the end of the second semester.

By Level 6, students will have had a chance to experience a range of sport and exercise science subjects and will have identified their favourite areas. Therefore, in Level 6, students can select option modules to complement their core sports nutrition modules. These option modules are also positioned in both semesters to allow students flexibility in managing their workload. This is important, as students will be completing a 40-credit dissertation in both semesters of the third year. This is a large and self-directed research project based on an area of their interest. This is, of course, complemented by the other compulsory modules in Level 6, such as *Applied Sport Nutrition*, where students will put their experience and knowledge to the test working in an applied setting and ensuring that they study nutrition in increasing detail though all three years of their degree.

## 6. Structure

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

**Duration:** 3 years full-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:** Students are required to take:

SHN 4232	Introduction to Food and Nutrition	Sem 1	20 credits
SHN 4282	Anatomy and Physiology	Sem 1	20 credits
SHN 4472	Exercise Psychology	Sem 2	20 credits
SHN 4312	Performance Analysis	Sem 2	20 credits
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4992	Ethics, Society and Employability	Sem 1&2	20 credits
SHN 4000	Programme Level Assessment		0 credits

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

Progression requirements: minimum of 120 credits from Level 4

**Core:** Students are required to take:

SHN 5222	Biomechanical Analysis of Performance	Sem 2	20 credits
SHN 5192	Sport and Performance Nutrition	Sem 1	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5172	Physiology of Training	Sem 2	20 credits

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

SHN 5152	Professional Development and Placement 2	Sem 1&2	20 credits
SHN 5162	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:** Students are required to take:

SHN 6122	Applied Sport Nutrition	Sem 1	20 credits
SHN 6164	Dissertation	Sem 1&2	40 credits

**Option:** Students are required to choose 60 credits from the following:

SHN 6212	Performance Physiology	Sem 1	20 credits
SHN 6222	Sport Injury	Sem 1	20 credits
SHN 6242	Applied Biomechanics and Movement Analysis	Sem 1	20 credits
SHN 6252	Advanced Sport and Performance Nutrition	Sem 2	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN 6182	Healthy Weight: Practical Strategies	Sem 2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1&2	20 credits

## 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.

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that students learning will be applied, collaborative and engaged (ACE) (2015). The content of the programme modules are industry driven and will equip students with the attributes required to work as a sports and exercise scientist or within a variety of related domains (Goal D, LTA strategy, 2015).

The programme aims are reflective of the multi and interdisciplinary nature of sport science. This is evident in specific modules which encourages cross-discipline collaboration. Students are required to work to their strengths within an interdisciplinary team with a considerable element of peer learning encouraged. Additional modules which are shared with other subject areas will be scheduled to enable contextually relevant discussions within seminars and workshops. Modules are mainly single semester in duration. This enables compatibility with overseas universities and allows the option for study abroad.

Content will be delivered by a wide variety of methods including lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies and directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem solving, communication and personal skills. The use of group based collaborative learning and problem based learning facilitates active enquiry and encourages students to be responsible for their learning (Goal A, LTA strategy, 2015). There is an emphasis on work based learning. This is evident in core modules within Levels 4 and 5 and also the optional Professional Learning Through Work module in Level 6. Students will engage with a period of work within industry and are supported by taught content and placement preparation. Practical work, in the form of laboratory classes and workshop activities, forms an essential part of the programme and reflects the practical nature of the sports science industry. Furthermore, the use of reflective practice, which is an assessed component of a number of modules, will develop criticality and help students make informed decisions based on the analysis of previous experiences to inform future practice (Goal E, LTA strategy, 2015). At Level 4, students will complete a

Programme Level Assessment which is a multi-disciplinary project to link together the programme objectives. Programme Level Assessment consists of a collaborative project (Goal A, LTA strategy, 2015) and will consolidate knowledge and analytical skills from a number of modules.

Moodle provides online access to a range of teaching, learning and assessment materials. The Panopto video casting platform is used to provide 'mini lectures' and subject summaries in support of the contact sessions, again providing a flexible learning environment. Additionally, Panopto enables the capture of lectures and also student presentations, which serve as a valuable resource (Goal B, LTA strategy, 2015).

Assessment methods for the programme have been selected to ensure the range of knowledge, understanding and skills are assessed appropriately. Assessment methods are diverse and typically include oral presentations, seminars, reports, case studies, laboratory reports, examinations, posters and the assessment of practical and professional skills. Assessment serves three purposes: summative, formative and diagnostic and these different types of assessment are included in the programme. The programme team will provide relevant and effective feedback on summative assessments and this will be given within 20 working days. A number of modules foster an environment which encourages peer feedback as part of the learning process. Peer learning and feedback are promoted through a number of modules, where in-class presentations and debates receive both peer and lecturer feedback.







## 8. Entry requirements

### 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 'A' levels (or equivalent at level 3) and 3 should be GCSE English Language, Mathematics 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, e.g. the International English Language Testing Service (IELTS) or equivalent test.

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 Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 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)

The undergraduate Taught Course Academic Regulations apply

## 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).*

SHN 4282 *Anatomy and Physiology* must be passed (20 credits) to progress onto SHN 5172 *Physiology of Training*. The underpinnings of human physiology gained within SHN 4282 are important foundations to build on in Level 5. Furthermore, fundamental laboratory skills are acquired in Level 4 which are required for the students to participate in data collection within Level 5.

SHN 5222 *Biomechanical Analysis of Performance* must be passed (20 credits) to progress onto SHN 6242 *Applied Biomechanics and Movement Analysis*. SHN 6242 contains advanced motion capture and analysis which requires the foundation knowledge of theory and practical skills from Level 5. Furthermore, the applied nature of the module requires students to immediately build upon prior knowledge in designing and completing a student led case study.

SHN 5192 *Sport and Performance Nutrition* must be passed (20 credits) to progress onto SHN 6122 *Applied Sport Nutrition*. SHN 6122 has been designed to assess students working with external clients and providing sports nutrition advice. Due to the nature of this within the assessment it is imperative that students successfully pass the Level 5 sports nutrition module to underpin their knowledge and ethically are capable of providing suitable advice to clients. There are two other applied modules within this group of programmes *Applied Sports Psychology* and *Applied Strength and Conditioning*. Sport Psychology is core throughout Levels 4 and 5 for all programmes, and the Applied Strength and Conditioning module does not involve working with external clients - any support is undertaken with direct supervision from the module leader. Due to the nature of *Applied Sports Nutrition* and the contact with external clients without direct supervision from the module leader it would be negligible for us not to place a prerequisite on this module.

## 11. External examining arrangements

### External examining arrangements

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

Dr A 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 placement in Level 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 the fundamental subject areas covered within the programme.

For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.

## 13. Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.