Form NP3

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

PROGRAMME SPECIFICATION

1. General information

Awarding body/institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School (ICE / SAC / SSHS)	**SSHS**
Professional accreditation body (if applicable)	**-**
Final award (eg. BA Hons)	**BSc (Hons)**
Title of programme(s)	**Sport and Exercise Sciences**
Subsidiary award(s) (if any)	**CertHE, DipHE and BSc (fallback awards)**
Honours type (Single / Joint / Combined)	**Single**
Duration and mode(s) of study	**3 years, full-time**
Start date (this version) (month and year)	**September 2017**
Periodic review next due (acad. year)	**2021/22**
JACS subject code(s) (Level 3) (Please refer to HESA listing on AQO website)	**C600**
UCAS course code & code name	**C600**
SITS codes (Course / Pathway / Route)	**SPXSCSH**
Delivery venue(s)	**Leeds Trinity University**

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. 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.

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/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 sport and exercise science 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 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	
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.
The assessment strategy is	**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;

designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.	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, critical thinking and research methods, in addition to the delivery of personal and professional development and placement periods.

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.

The personal and professional development strand includes *Ethics Society and Employability* 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 the students are required to complete a work based project in *Professional Learning Through Work*.

The research strand includes specific research methods modules at all levels. However, it is also ensured 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 *Research Methods* 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.

During Level 5, and particularly emphasised at Level 6, is the practice element of sport and exercise sciences, requiring more autonomous learning. There is the 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 make much use of their acquired knowledge to develop a case study documenting their professional approach to a scenario.

At 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. 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 the 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 the second year (Level 5) students will cover a number of modules which build on their knowledge

of sport and exercise sciences from Level 4. Specifically, students will develop their knowledge in the core strands of psychology, biomechanics and physiology and begin to examine how this informs practical applications. 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, students will have the option to choose either Volunteering for those who regularly engage in related professional practice over the course of the year or Professional Development and Placement where students complete a full-time block of 6 weeks professional practice at the end of the second semester.

By Level 6, students will have had the chance to experience a range of sport and exercise science subjects and will have identified their favourite areas. Students therefore select one applied module from a choice of two relating to Strength and Conditioning, or Sport Psychology. In these applied modules, they will gain an important insight into how to work in their area in the professional field and may have the opportunity to work with a client in enhancing their sports performance.

6. Structure

BSc (Hons) Sport and Exercise Sciences

Duration: 3 years full-time
Total credit rating: 360

Level 4 – with effect from September 2017

Core: Students are required to take:

SHN 4282	Anatomy and Physiology	Sem 1	20 credits
SHN 4302	Introduction to Sport Psychology	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 credit

Level 5 – with effect from September 2018
Progression requirements: minimum of 120 credits from Level 4

Core: Students are required to take:

SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN 5142	Research Methods	Sem 2	20 credits
SHN 5222	Biomechanical Analysis of Performance	Sem 2	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 2019
Progression requirements: minimum of 120 credits from Level 5

Core: Students are required to take:

SHN 6164	Dissertation	Sem 1 & 2	40 credits

Option: Students are required to choose 20 credits from the following:

SHN 6292	Applied Sport Psychology	Sem 2	20 credits
OR			
SHN 6302	Applied Strength and Conditioning	Sem 2	20 credits

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

SHN 6212	Performance Physiology	Sem 1	20 credits
SHN 6242	Applied Biomechanics and Movement Analysis	Sem 1	20 credits
SHN 6222	Sport Injury	Sem 1	20 credits
SHN 6202	Physical Activity and Behaviour Change	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 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.

7b) 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.	Knowledge and understanding of scientific basis	Knowledge and understanding of research methods	Critical awareness of issues within SPEX context	Apply knowledge, understanding and problem solving skills	Demonstrate knowledge and understanding of SPEX practice	critically assess and evaluate evidence	describe and analyse information	develop a reasoned argument and challenge assumptions	Subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research	Apply knowledge of SPEX	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN 4302 Sport Psychology	■	■			■	■		■					■	■	■	■			
SHN 4282 Anatomy and Physiology	■		■				■		■			■	■			■	■		■
SHN 4312 Performance Analysis	■	■	■	■			■		■		■	■	■			■	■		
SHN 4472 Exercise Psychology	■	■		■	■		■	■					■		■				
SHN 4142 Research Methods 1		■	■			■				■				■	■	■	■		
LTU 4002 Critical Thinking Skills			■			■	■	■				■	■	■	■				
SHN 5262 Sport Psychology: Theory to Practice	■	■	■		■	■	■	■	■	■	■		■	■		■	■		
SHN 5172 Physiology of Training	■	■	■	■		■	■	■	■	■	■		■	■	■	■	■		■
SHN 5222 Biomechanical Analysis of Performance	■	■	■			■	■		■	■	■		■	■	■	■	■		
SHN 5202 Coaching and Assessment of Performance	■		■		■	■	■				■			■	■	■	■	■	■

SHN 5142 Research Methods 2																				
SHN 5152 Professional Development and Placement 2																				
SHN 5162 Volunteering in SHN																				
SHN 6164 Dissertation																				
SHN 6292 Applied Sport Psychology																				
SHN 6302 Applied Strength and Conditioning																				
SHN 6212 Performance Physiology																				
SHN 6242 Applied Biomechanics and Movement Analysis																				
SHN 6222 Sport Injury																				
SHN 6202 Physical Activity and Behaviour Change																				
SHN 6192 Professional Learning Through Work																				

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 and 35%) to progress on to 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 aquired in Level 4 which are required for the students to particpate in data collection with Level 5. SHN 5222 *Biomechanical Analysis of Performance* must be passed (20 credits and 35%) 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.

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