**University of Huddersfield**

**Programme Specification**

## This document does not form part of the student contract

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution**  | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health SciencesDepartment of Allied Health Professions, Sport and Exercise |
| **4.** | **Course accredited by** |  |
| **5.** | **Mode of Delivery** | Full-time and part-time |
| **6.** | **Final Award** | BSc (Hons)  |
| **7.** | **Course Title** | Sport, Exercise, and Nutrition SciencesRoute names are Award Titles as follows:Sport and Exercise ScienceSport, Exercise and NutritionSport and Physical Education |
| **8.** | **UCAS Code** |  |
| **9.** | **Subject benchmark statement** | QAA Unit 25Events, Hospitality, Leisure, Sport and Tourism |
| **10.** | **Date of Programme Specification Approval** | November 2018 |

**11. Educational Aims of the Course**

The three Routes share a common core of modules and as such there is a commonality in terms of intellectual aims and aspirations. However, specialist modules also permit differentiation between each Route. The ‘Sport and Exercise Science’ Route is based on the three core sub-disciplines identified by the British Association of Sport and Exercise Sciences (BASES): that is, physiology, biomechanics, and psychology. Thus, these subjects are woven throughout the curricula. At Honours level students are able to specialise in one of these disciplines via option module choices. The ‘Sport, Exercise and Nutrition’ Route is based around the competency framework outlined by the Sport and Exercise Nutrition Register (SENr). The ‘Sport and Physical Education’ Route offers a multidisciplinary experience covering a wide range of disciplines related to sport and physical education.

The main aims of the course are to:

1. Provide students with a high-quality course of educational study allowing for critical appraisal of subject content.
2. Develop students understanding and awareness of moral, ethical, and legal issues which underpin practice in sport, exercise, nutrition, or physical education.
3. Offer the foundation for lifelong learning, personal and professional development to contribute to students’ career enhancement.
4. Advance students’ skills, competencies, and employability ensuring they are transferable to vocational practice in sport, exercise, nutrition, or physical education.

In addition, the Sport and Exercise Science route aims to enable students to:

1. Develop students critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
2. Enhance students understanding of how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.

In addition, the Sport, Exercise and Nutrition route aims to enable students to:

1. Develop students critical understanding of sport and exercise nutrition related theories, principles and concepts.
2. Enhance students understanding of how knowledge of nutrition can be applied to improve sporting performance and enhance health and wellbeing.

In addition, the Sport and Physical Education route aims to enable students to:

1. Develop students critical understanding of sport and physical education related theories, principles and concepts.
2. Enhance students understanding of how knowledge of physical education can be applied to improve participation in sport and enhance health and wellbeing.

**12. Intended Learning Outcomes**

12.1 The learning outcomes for this course have been developed in line with the QAA benchmark statements for Events, Hospitality, Leisure, Sport and Tourism (2016).

Students will be able to:

12.2 ***Knowledge and Understanding (all Routes)***

1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
2. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.

***BSc (Honours) Sport and Exercise Science - Knowledge and Understanding***

1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise science.
2. Apply knowledge and understanding of biomechanics, physiology and psychology to the demands of sport, exercise and health.

***BSc (Honours) Sport, Exercise, and Nutrition - Knowledge and Understanding***

1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise nutrition.
2. Apply knowledge and understanding of bioscience and nutrition to the demands of sport, exercise and health.

***BSc (Honours) Sport and Physical Education - Knowledge and Understanding***

1. Demonstrate a critical understanding of the full lifecycle of physical education and how this contributes to sport, exercise and a healthy lifestyle.
2. Apply knowledge and understanding of psychology, sociology, sport science, pedagogy and philosophy to sport, physical education and health.

12.3 ***Skills and Other Attributes (practical) (all Routes)***

1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
2. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
3. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.

12.4 ***Transferable/Key Skills (all Routes)***

1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
2. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
3. Employ interactive and group skills.
4. Selectively apply problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

13.1 The areas of sport and exercise science; sport, exercise and nutrition; and sport and physical education are concerned with activities, behaviours or policies pertaining to the maintenance or promotion of sport performance, health, fitness and well-being. The overall philosophy of the course is to enable students to develop appropriate knowledge, understanding, skills and competencies in order to explore and apply the role of sport and exercise science; sport, exercise and nutrition; and sport and physical education in a variety of settings, both for individuals and larger groups.

13.2 The course can be accessed by full-time or part-time mode of study and has the following interim awards:

1. Certificate of Higher Education
2. Diploma of Higher Education
3. Bachelor’s Degree

The planned duration is normally:

* Certificate of Higher Education = one year full-time or two years part-time
* Diploma of Higher Education = two years full-time or four years part-time
* Bachelor’s Degree = three years full-time or five years part-time
* Degree with Honours = three years full-time or six-years part time

In instances where students exit with an interim award, various specialist and generic awards are available depending on the module credits achieved. These are detailed under section 13.5 below.

13.3 The course consists of 20 and 40 credit modules. Formative assessment will be used to enable students to gain feedback on their performance during modules and they will have the opportunity for tutorial guidance.

13.4 The rationale and development of the course structure and module specifications are based on the benchmark statements, national qualifications framework, and external bodies (e.g. BASES and SENr). A substantive core of course content is common to all three routes. This is supplemented by modules specific to each route across foundation, intermediate and honours levels. The need for further flexibility is recognised by allowing students to focus on selected areas of study which best suit individual requirements: this can be achieved through optional modules (subject to availability), work placement and the dissertation. Additionally, students of the Sport and Exercise Science route will be able to select a specialism in their final year of study. These are based on the three sub-disciplines recognised by BASES (i.e. physiology, psychology and biomechanics). Variety and flexibility are also facilitated throughout the curricula as the course uses a range of learning methods and assessment strategies. A distinctive element of the course is the work placement module at level 2 (intermediate) which aims to introduce students to the world of work, and to enable them to begin to develop and apply their knowledge and skills related to sport, exercise, nutrition or physical education to ‘real world’ problems.

 Students undertaking ‘Sport and Exercise Science’ and ‘Sport, Exercise, and Nutrition’ are able to swap courses at the end of Foundation level study, because the first year of study (2-years part-time) is essentially the same for these two Routes.

13.5 This [link](https://www.hud.ac.uk/registry/regulations-and-policies/awards/) outlines the level of study, the number of credits and the name of the University awards available to students at specific departure points. Tables 1–6 detail the sequencing of modules and credit accumulation for each route.

**BSc (Hons) Sport and Exercise Science**

After completing 120 credits at Foundation and Intermediate levels (240 total), students are able to choose a specialism in Year 3 (Honours level). The three specialisms are based around the sub-disciplines identified by the British Association of Sport and Exercise Sciences (BASES) who are the professional body for sport and exercise science in the UK. Students will opt to study ‘physiology’, ‘biomechanics’, or ‘psychology’ as their specialism. This dictates two of their final year modules (see table 2 below). Students can select one further option module to complete 120 credits at Honours level.

Full-time

Table 1. BSc (Hons) Sport and Exercise Science route full-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| **Year 1****Foundation Level****120 credits** | **Year 2****Intermediate Level****120 credits** | **Year 3** **Honours Level****120 credits** |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise(20 credits) **Core** | HIR2015 Physiology for Sport & Exercise Science (20 credits) **Core** | HHR2003 Applied Sport & Exercise Science (20 credits)Core |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science(20 credits) **Core** | Specialism Option 1 (specialism specific)(20 credits)  |
| HFR1018 Foundations of Psychology in Sport and Exercise(20 credits) **Core**  | HIR2013 Psychology for Sport & Exercise Science (20 credits)**Core**  | Specialism Option 2 (specialism specific)(20 credits)  |
| HFR2003 Research Methods 1 (20 credits) **Core** | HIR1031 Research Methods 2(20 credits) **Core** | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition(20 credits)**Core** | HIR2010 Nutrition for Exercise and Health(20 credits) **Core** | Specialism Option 3(20 credits)  |
| HFR1004 Foundations of Coaching & Instructing (20 credits) **Core** | HIR2017 Work Placement (20 credits)**Compulsory** |  |

Year 3 options on next page

|  |  |
| --- | --- |
|  | **Options for Honours level credits** |
|  | **PHYSIOLOGY****SPECIALISM** | **BIOMECHANICS SPECIALISM** | **PSYCHOLOGY SPECIALISM** |
| Option 1 | HHR3001 Applied Physiology for Sport & Exercise(20 credits)  | HHR3000 Applied Biomechanics for Sport & Exercise(20 credits) | HHR3002 Applied Sport Psychology (20 credits) |
| Option 2 | HHR2006Sports Rehabilitation(20 credits) | HHR3006Strength & Conditioning (20 credits)  | HHR2006Sports Rehabilitation(20 credits) |
| **Option 3** | **CHOOSE ONE:**HHR3006Strength & Conditioning HHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice | **CHOOSE ONE:**HHR2006Sports RehabilitationHHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice | **CHOOSE ONE:**HHR3006Strength & Conditioning HHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice |

Part-time

Table 2. BSc (Hons) Sport and Exercise Science route part-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| **Foundation Level****120 credits** | **Intermediate Level****120 credits** | **Honours Level****120 credits** |
| YEAR 1 | YEAR 3 | YEAR 5 |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise(20 credits) **Core** | HIR2015 Physiology for Sport & Exercise Science (20 credits) **Core** | HHR2003 Applied Sport & Exercise Science (20 credits)Core |
| HFR2003 Research Methods 1 (20 credits) **Core** | HIR1031 Research Methods 2(20 credits) **Core** | Option 1 (specialism specific)(20 credits)  |
| HFR1018 Foundations of Psychology in Sport and Exercise(20 credits) **Core**  | HIR2013 Psychology for Sport & Exercise Science (20 credits)**Core**  | Option 2 (specialism specific)(20 credits)  |
| **YEAR 2** | **YEAR 4** | **YEAR 6** |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science(20 credits) **Core** | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition(20 credits)**Core** | HIR2010 Nutrition for Exercise and Health(20 credits) **Core** | Option 3(20 credits)  |
| HFR1004 Foundations of Coaching & Instructing (20 credits) **Core** | HIR2017 Work Placement (20 credits)**Compulsory** |  |

|  |  |
| --- | --- |
|  | **Options for Honours level credits** |
|  | **PHYSIOLOGY****SPECIALISM** | **BIOMECHANICS SPECIALISM** | **PSYCHOLOGY SPECIALISM** |
| Option 1 | HHR3001 Applied Physiology for Sport & Exercise(20 credits)  | HHR3000 Applied Biomechanics for Sport & Exercise(20 credits) | HHR3002 Applied Sport Psychology (20 credits) |
| Option 2 | HHR2006Sports Rehabilitation(20 credits) | HHR3006Strength & Conditioning (20 credits)  | HHR2006Sports Rehabilitation(20 credits) |
| **Option 3** | **CHOOSE ONE:**HHR3006Strength & Conditioning HHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice | **CHOOSE ONE:**HHR2007Sports RehabilitationHHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice | **CHOOSE ONE:**HHR3006Strength & Conditioning HHR2001Exercise Medicine HHR3005Sport Nutrition: Research & Practice |

Certificate of Higher Education

Where students achieve 120 Foundation level credits and then exit the course they will be awarded with a Certificate of Higher Education in ‘Sport and Exercise Studies’

Diploma of Higher Education

If a student exits the course with 120 Foundation and 120 Intermediate credits, as per University regulations (link [here](https://www.hud.ac.uk/registry/regulations-and-policies/awards/)), they will be awarded with a Diploma of Higher Education in ‘Sport and Exercise Science’

Bachelor’s degree

If a student exits the course with 120 Foundation credits, 120 Intermediate credits, and 60 Honours credits as per University regulations (link here), they will be awarded with a Bachelor’s Degree ‘Sport and Exercise Science’.

BSc (Hons) Sport, Exercise, and Nutrition

Full-time

Table 3. BSc (Hons) Sport, Exercise, and Nutrition route full-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| Year 1Foundation Level120 credits | Year 2Intermediate Level120 credits | Year 3Honours Level120 credits |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise(20 credits) **Core** | HIR2015 Physiology for Sport & Exercise Science (20 credits) **Core** | HHR2003 Applied Sport & Exercise Science (20 credits)Core |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2010 Nutrition for Exercise and Health(20 credits) **Compulsory** | HHR3003 Exercise Metabolism**Compulsory**(20 credits) |
| HFR1018 Foundations of Psychology in Sport and Exercise(20 credits) **Core**  | HIR2017 Work Placement (20 credits)**Compulsory** | Option(20 credits) |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition(20 credits)**Core** | HIR2008 Applied Nutrition and Assessment Methods(20 credits)Compulsory | HHR3005 Sport Nutrition: Research and Practice(20 credits)Compulsory |
| HFR2003 Research Methods 1 (20 credits) **Core**  | HIR1031 Research Methods 2(20 credits) **Core** | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1004 Foundations of Coaching & Instructing (20 credits) **Core** | *CHOOSE ONE OPTION:*HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science(20 credits)HIR2013 Psychology for Sport & Exercise Science(20 credits) |  |
| **Options for Honours level credits** |
| **Students must choose one of the following modules:**HHR3006Strength & Conditioning (20 credits)HHR2001Exercise Medicine (20 credits)HHR2006Sports Rehabilitation(20 credits) |

Part-time

Table 4. BSc (Hons) Sport, Exercise, and Nutrition route part-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| Foundation Level120 credits | Intermediate Level120 credits | Honours Level120 credits |
| YEAR 1 | YEAR 3 | YEAR 5 |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise(20 credits) **Core** | HIR2015 Physiology for Sport & Exercise Science (20 credits) **Core** | HHR2003 Applied Sport & Exercise Science (20 credits)Core |
| HFR2003 Research Methods 1 (20 credits) **Core**  | HIR1031 Research Methods 2(20 credits) **Core** | HHR3003 Exercise Metabolism**Compulsory**(20 credits) |
| HFR1018 Foundations of Psychology in Sport and Exercise(20 credits) **Core**  | HIR2010 Nutrition for Exercise and Health(20 credits) **Compulsory** | HHR3005 Sport Nutrition: Research and Practice(20 credits)Compulsory |
| YEAR 2 | YEAR 4 | YEAR 6 |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition(20 credits)**Core** | HIR2008 Applied Nutrition and Assessment Methods(20 credits)Compulsory | Option(20 credits) |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2017 Work Placement (20 credits)Compulsory | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1004 Foundations of Coaching & Instructing (20 credits) **Core** | *Choose one:*HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science(20 credits)HIR2013 Psychology in Sport & Exercise Science(20 credits) |  |
| **Options for Honours level credits** |
| **Students must choose one of the following modules:**HHR3006Strength & Conditioning (20 credits)HHR2001Exercise Medicine (20 credits)HHR2006Sports Rehabilitation(20 credits) |

Certificate of Higher Education

Where students achieve 120 Foundation level credits and then exit the course they will be awarded with a Certificate of Higher Education in ‘Sport and Exercise Studies’

Diploma of Higher Education

If a student exits the course with 120 Foundation and 120 Intermediate credits, as per University regulations (link [here](https://www.hud.ac.uk/registry/regulations-and-policies/awards/)), they will be awarded with a Diploma of Higher Education in ‘Sport, Exercise and Nutrition’

Bachelor’s degree

If a student exits the course with 120 Foundation credits, 120 Intermediate credits and 60 Honours credits, as per University regulations (link here), they will be awarded with a Bachelor’s Degree ‘Sport, Exercise and Nutrition’ .

BSc (Hons) Sport and Physical Education

Full-time

Table 5. BSc (Hons) Sport and Physical Education route full-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| Year 1Foundation Level120 credits | Year 2Intermediate Level120 credits | Year 3Honours Level120 credits |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise (20 credits)Core | HIR2011 Child Development & Maturation(20 credits)Core | HHR3007 Examination and Assessment in PE(20 credits)Core |
| HFR2003 Research Methods 1 (20 credits) **Core**  | HIR1031 Research Methods 2(20 credits) **Core** | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1029 Foundations of Coaching and Teaching (20 credits)Core | HIR2016 Psychology of Coaching and Learning (20 credits)Core | HHR3004 Coaching and Teaching Children and Young People with Special Educational Needs(20 credits)Core |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2017 Work Placement(20 credits)Compulsory | HHR3008 Contemporary Issues in Sport and PE (20 credits)Core |
| HFR1030 PE & Sport Pedagogy 1 (20 credits)Core | HIR2012 PE and Sport Pedagogy 2(20 credits)Core | HHR2007 Project Management(20 credits)Core |
| HFR1031 Safeguarding Children and Young People in Sport (20 credits)Core | HIR2014 Children and Public Health(20 credits)Core |  |

Part-time

Table 6. BSc (Hons) Sport and Physical Education route part-time: Sequencing of modules and credit accumulation

|  |  |  |
| --- | --- | --- |
| Foundation Level120 credits | Intermediate Level120 credits | Honours Level120 credits |
| **YEAR 1** | YEAR 3 | **YEAR 5** |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise (20 credits)Core | HIR2011 Child Development & Maturation(20 credits)Core | HHR3007 Examination and Assessment in PE(20 credits)Core |
| HFR2003 Research Methods 1 (20 credits) **Core**  | HIR1031 Research Methods 2(20 credits) **Core** | HHR2007 Project Management(20 credits)Core |
| HFR1030 PE & Sport Pedagogy 1 (20 credits)**Core**  | HIR2012 PE and Sport Pedagogy 2(20 credits)Core | HHR3008 Contemporary Issues in Sport and PE (20 credits)Core |
| YEAR 2 | **YEAR 4** | YEAR 6 |
| HFR2002 Foundations of Biomechanics in Sport & Exercise(20 credits) **Core** | HIR2017 Work Placement(20 credits)Compulsory | HHR3004 Coaching and Teaching Children and Young People with Special Education Needs(20 credits)Core |
| HFR1029 Foundations of Coaching and Teaching (20 credits)Core | HIR2014 Children and Public Health(20 credits)Core | HHR1030 Applied Research(40 credits)**Compulsory** |
| HFR1031 Safeguarding Children and Young People in Sport (20 credits)Core | HIR2016 Psychology of Coaching and Learning (20 credits)Core |  |

**14. Teaching, Learning and Assessment**

14.1 Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression inthe field. The aim of the teaching and learning strategy is to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways. This is achieved by assigning a Course disability co-ordinator, employing a personal academic tutor system, being mindful of cultural differences in relation to subject specific content (e.g. using case studies that reflect a wide range of individuals), and by ensuring diverse marketing strategies.

14.2 Learning and teaching is delivered through seminars, group work, practical experience, tutorials, independent study and lectures. Student-centred learning is used where appropriate and its role generally increases throughout the course. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Thus, in lower levels the acquisition of basic skills and the confidence to perform academically is developed. At the higher levels, a degree of student choice in learning delivery and assessment encourages students to have greater engagement with and control over their learning. A key feature of the programme is the work placement module where students will have the opportunity to undertake work that is vocationally relevant to their study, and to learn via applying their knowledge and understanding in a real-world context. Students will also be encouraged to reflect on this process.

14.3 Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide and assignment brief. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice or competency-based learning, and examinations*.* The nature of the assessment varies from module to module and mirrors the modes of communication expected of graduates in this field.

1. Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop an awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long-term career goals. PDP is introduced to students at the commencement of the course and is normally supported through the Personal Academic Tutor system. Mapping of PDP to modules can be found in Appendix 5.

14.5 Learning opportunities are identified throughout the course. During the first year, the PAT system provides the primary means of support. However, placement module (year 2 for full-time students, and year 4 for part-time students) provides a clear vehicle for PDP activity via experiential learning and formative assessment. In the final year, each student is allocated an Applied Research dissertation supervisor acting independently of the PAT. They are in an ideal position to assist in both an academic and personal support role. Dedicated support is given at School level by the Careers Service to aid students in preparing for work. This portfolio of materials is then used in preparing for job applications and/or supporting continuous professional development.

The School of Human and Health Sciences uses a virtual learning environment (VLE) and Turnitin® software to help both students and staff ensure and protect the originality of work submitted for assessment.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

 **Careers and Employability Service**

* Careers and Employability Service
* Jobshop
* International Learning Support

More information on the range of student services can be found on their website [here](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices).

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget
* Facilities for the billing and payment of income to be collected by the University
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution

Further information can be found [here](http://www-old.hud.ac.uk/students/finance/).

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website [here](http://www-old.hud.ac.uk/students/it/).

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website [here](http://www.hud.ac.uk/library/).

**15.3 School Level**

* + 1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

**15.3.2** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas.

**15.3.3** The School has a **Student Support Hub** staffed by dedicated Student Support Officers**.** The Student Hub provides a drop-in service for all students in the School. They offer the following services:

* Printing
* Binding
* Technical Support
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments
* Advice relating to assessment extensions and extenuating circumstances

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Academic Tutor (PAT) system**

The University has implemented a PAT system for undergraduate students. This system aims to both improve the student experience of learning and teaching and increase student retention and achievement rates. Specifically, personal tutors:

* Provide a personal contact for the student within the University and the School
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes
* Work with students to review and reflect upon their progress and if necessary on ways to improve it
	+ 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

* + 1. **Year Leader**

The year leader is responsible for management of a particular year of a course.

* + 1. Placement officer

A designated placement officer within the School is used to facilitate work placements. The Module Leader for the work placement module liaises with the placement officer.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access, and apply the principles of equal opportunities.  We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications.

**16.2** The University provides opportunities for the accreditation of prior learning (APL). Further information can be found [here](http://www-old.hud.ac.uk/registry/regulationsandpolicies/).

**16.3** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website [here](http://www.hud.ac.uk/registry/regulationsandpolicies/awards/).

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting Student Services as follows (disability@hud.ac.uk).

Further information is available on their website [here](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices).

**16.5** The anticipated specific entry requirements and admissions criteria for this course are as follows:

BBB at A Level (preferred subjects include PE, Physics, Chemistry, Biology or Psychology).

120 UCAS tariff points from a combination of Level 3 qualifications including a grade B or above at A Level (in one of the following subjects: Biology, Chemistry, Physics, PE, or Psychology). Alternatively, a Distinction in BTEC Subsidiary Diploma or National Extended Certificate (in one of the following subjects: Applied Science, Sport, Sport and Exercise Science) is also accepted.

DDM in BTEC Level 3 Extended Diploma (preferred subjects include Sport or Applied Sciences).

Pass Access to Higher Education Diploma with 30 Level 3 credits at Distinction and 15 credits at Merit or above, to include 15 credits in Biology, Chemistry, Physics or Psychology.

120 UCAS tariff points from International Baccalaureate qualifications which should include PE, Physics, Chemistry, Biology or Psychology at Higher Level grade 6.

Where an applicant’s first language is not English, they need to meet the minimum requirements of an English Language qualification. The minimum of IELTS 6.0 overall with no element lower than 5.5, or equivalent is considered acceptable.

Other suitable experience or qualifications will be considered. For further information, please see the University's minimum entry requirements.

**16.6** For the ‘Sport and Exercise Science’ and ‘Sport, Exercise & Nutrition’ Routes. students will be required to undertake a Disclosure and Barring Service (DBS) check during the first year of the course. Whilst a clear DBS return is not a pre-requisite for entry to the course, it must be noted that placement opportunities may be limited by previous convictions. In this instance an alternative placement will be negotiated. It should also be noted that a number of career opportunities that successful completion of the course may otherwise provide, may not be possible where students have prior convictions. For the ‘Sport and Physical Education’ Route students will be required to undertake a DBS check prior to commencing the course, because prior convictions may preclude working with young people. Academic and DBS requirements for entry will be uncoupled, meaning that offers can be made based on academic grades. However, the requirement to complete a DBS check will be included as a clearance check with any offer of entry.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses which can be found on the Registry website [here](http://www-old.hud.ac.uk/registry/regulationsandpolicies/).

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system. Further information can be viewed [here](http://www.huddersfield.su/courserepwebsite).

**17.3** Within the School, students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**17.5** The quality and contemporary nature of teaching and learning is greatly enhanced by the close collaborations between the Division, individual staff and external bodies. For example, representatives of a number of local, regional and national bodies are regularly employed to provide guest lectures for students. Equally students are enabled to visit and work at outside organisations, either as part of module delivery, or through placements and part-time paid work experiences. In addition, individual staff are actively involved in a range of sport, exercise or nutrition work and research initiatives (in the planning, monitoring and evaluating stages). Indeed, some staff are members of committees where strategic decisions are made for physical activity in the local region. All staff are research active, either post-doctoral or are undertaking doctoral level study. Team expertise covers a wide range of areas including sport and exercise physiology, sports psychology, health and wellbeing, physiotherapy, and nutrition. As such, we are able to ensure a wide-range of research informed teaching and practice within our curriculum. Finally, there are also staff who act as external examiners, lead and external verifiers for a range of educational bodies.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website available [here](http://www-old.hud.ac.uk/registry/regulationsandpolicies/awards/), and via the ‘Students’ Handbook of Regulations’ on the Registry website [here](http://www-old.hud.ac.uk/registry/regulationsandpolicies/studentregs).

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The outcome of the most recent institutional audit can be found [here](http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-10.aspx).

**Appendix One**

**Mapping Educational Aims of the Course to Modules**

The BSc (Hons) **Sport and Exercise Science** route aims to:

**Level 1 (Foundation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ | ✓ | ✓ |  |  |  |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HIR2015 | HIR2009 | HIR2013 | HIR1031 | HIR2010 | HIR2017 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ | ✓ | ✓ |  | ✓ |  |

**Level 3 (Honours)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HHR2003 | HHR1030 | HHR3001 | HHR2006 | HHR3006 | HHR2001  | HHR3005 | HHR3000 | HHR3002 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport, Exercise and Nutrition** route aims to:

**Level 1 (Foundation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ | ✓ | ✓ |  |  |  |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HIR2015 | HIR2010 | HIR2017 | HIR2008 | HIR1031 | HIR2009 | HIR2013 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ |  |  | ✓ |  | ✓ | ✓ |

**Level 3 (Honours)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HHR2003 | HHR3003 | HHR2008 | HHR1030 | HHR3006 | HHR2001  | HHR2006 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport and Physical Education** route aims to:

**Level 1 (Foundation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HFR2004 | HFR2003 | HFR1029 | HFR2002 | HFR1030 | HFR1031 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ |  |  | ✓ |  |  |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HIR2011 | HIR1031 | HIR2016 | HIR2017 | HIR2012 | HIR2014 |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 | ✓ |  | ✓ |  | ✓ |  |

**Level 3 (Honours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Aims** | HHR3007 | HHR1030 | HHR3004 | HHR3008 | HHR2007  |
| 1. To provide a high-quality course of educational study in the areas of sport, exercise, nutrition and physical education.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop an understanding and critical awareness of moral, ethical and legal issues which underpin practice in this area.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To foster the principles of lifelong learning and personal and professional development which contribute to career enhancement.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a range of transferable skills, competencies, vocational and employability skills relevant to the area.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To develop a critical understanding of sport and exercise science related theories, principles and concepts whilst embracing the multidisciplinary nature of the subject area (e.g. biomechanics, physiology and psychology).
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. To understand how scientific methods can be applied to improve sporting performance and enhance health and wellbeing.
 |  | ✓ | ✓ | ✓ |  |

**Appendix Two**

**Mapping Intended Learning Outcomes to modules**

The BSc (Hons) **Sport and Exercise Science** route aims to:

**Level 1 (Foundation), credits achieved at this level are eligible for a Certificate of Higher Education Sport and Exercise Studies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ |  |  |  |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise science.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Apply knowledge and understanding of biomechanics, physiology and psychology to the demands of sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ |  |  |  | ✓ |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 |  | ✓ |  | ✓ |  | ✓ |

**Level 2 (Intermediate), credits achieved at this level are eligible for Diploma of Higher Education Sport and Exercise Science**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HIR2015 | HIR2009 | HIR2013 | HIR1031 | HIR2010 | HIR2017 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ |  |  |  |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise science.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Apply knowledge and understanding of biomechanics, physiology and psychology to the demands of sport, exercise and health.
 | ✓ | ✓ | ✓ |  |  |  |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ |  | ✓ |  | ✓ |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  | ✓ |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 3 (Honours) 360 credits achieved at to this level are eligible for the Honours award (between 300 and 359 credits are eligible for the Bachelor’s Degree)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HHR2003 | HHR1030 | HHR3001 | HHR2006 | HHR3006 | HHR2001  | HHR3005 | HHR3000 | HHR3002 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise science.
 | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Apply knowledge and understanding of biomechanics, physiology and psychology to the demands of sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  | ✓ |  |  |  |  |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport, Exercise and Nutrition** route aims to:

**Level 1 (Foundation) credits achieved at this level are eligible for a Certificate of Higher Education Sport and Exercise Studies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ |  |  |  |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise nutrition.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Apply knowledge and understanding of bioscience and nutrition to the demands of sport, exercise and health.
 | ✓ |  |  |  | ✓ |  |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ |  |  |  | ✓ |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 |  | ✓ |  | ✓ |  | ✓ |

**Level 2 (Intermediate) credits achieved at this level are eligible for a Diploma of Higher Education Sport, Exercise and Nutrition**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HIR2015 | HIR2010 | HIR2017 | HIR2008 | HIR1031 | HIR2009 | HIR2013 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise nutrition.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| 1. Apply knowledge and understanding of bioscience and nutrition to the demands of sport, exercise and health.
 | ✓ | ✓ |  | ✓ |  |  |  |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  | ✓ | ✓ |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |

**Level 3 (Honours) 360 credits achieved to this level are eligible for the Honours Degree (between 300 and 359 credits are eligible for the Bachelor’s Degree)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HHR2003 | HHR3003 | HHR2008 | HHR1030 | HHR3006 | HHR2001  | HHR2006 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ |  |  | ✓ | ✓ | ✓ |  |
| 1. Demonstrate a critical understanding of the contribution of science to health and performance in sport and exercise nutrition.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Apply knowledge and understanding of bioscience and nutrition to the demands of sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ |  |  | ✓ | ✓ | ✓ |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  | ✓ |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport and Physical Education** route aims to:

**Level 1 (Foundation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HFR2004 | HFR2003 | HFR1029 | HFR2002 | HFR1030 | HFR1031 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ |  |  | ✓ |  |  |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate a critical understanding of the full lifecycle of physical education and how this contributes to sport, exercise and a healthy lifestyle.
 |  |  | ✓ |  | ✓ | ✓ |
| 1. Apply knowledge and understanding of psychology, sociology, sport science, pedagogy and philosophy to sport, physical education and health.
 | ✓ |  |  |  | ✓ | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ |  | ✓ | ✓ | ✓ |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  |  |  |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 |  | ✓ |  | ✓ | ✓ | ✓ |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HIR2011 | HIR1031 | HIR2016 | HIR2017 | HIR2012 | HIR2011 |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ |  |  |  |  | ✓ |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Demonstrate a critical understanding of the full lifecycle of physical education and how this contributes to sport, exercise and a healthy lifestyle.
 | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| 1. Apply knowledge and understanding of psychology, sociology, sport science, pedagogy and philosophy to sport, physical education and health.
 | ✓ |  | ✓ |  | ✓ | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  | ✓ |  |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 3 (Honours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Aims** | HHR3007 | HHR1030 | HHR3004 | HHR3008 | HHR2007  |
| 1. Show knowledge and a critical understanding of principles, theories and concepts from physiological, psychological and biomechanical disciplines to a range of contexts relevant to sport, exercise and health.
 | ✓ | ✓ | ✓ |  |  |
| 1. Demonstrate research and problem-solving abilities by critically understanding methods of acquiring, interpreting, analysing and applying information to issues relating to sport, exercise and health.
 |  | ✓ | ✓ |  | ✓ |
| 1. Demonstrate a critical understanding of the full lifecycle of physical education and how this contributes to sport, exercise and a healthy lifestyle.
 | ✓ | ✓ | ✓ | ✓ |  |
| 1. Apply knowledge and understanding of psychology, sociology, sport science, pedagogy and philosophy to sport, physical education and health.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Plan, design and execute practical activities using appropriate techniques and procedures with due regard for safety and risk assessment.
 |  | ✓ | ✓ |  |  |
| 1. Plan, negotiate, organise and carry out a substantial piece of intellectual work related to sport, exercise, nutrition or health.
 |  | ✓ |  |  |  |
| 1. Take responsibility for own learning and continuing professional development through working independently, reflecting on and reviewing own studies.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Employ IT skills: e.g*.* Internet, databases, spreadsheets and word processing, nutrient analysis and data analysis software.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Ability to employ interactive and group skills.
 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1. Demonstrate problem solving skills through transferring knowledge and techniques to sport, exercise, nutrition or health contexts.
 | ✓ | ✓ | ✓ | ✓ | ✓ |

Ignore this page. Editing issue!

**Appendix Three**

**Mapping modules to QAA benchmark statements for Events, Hospitality, Leisure, Sport and Tourism**

The BSc (Hons) **Sport and Exercise Science** route aims to:

**Level 1 (Foundation)**

|  | **QAA Benchmarks** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |
| 6.17, i | Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ | ✓ |  |  |  |  |
| 6.17, ii | Critically appraise and evaluate the effects of sport and exercise intervention on the participant |  |  |  |  |  |  |
| 6.17, iv | Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children |  |  |  |  |  |  |
| 6.18, i | Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport as underpinned by current research |  | ✓ | ✓ |  |  | ✓ |
| 6.20, i | Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  |  |  |  |
| 6.20, iii | Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  | ✓ |  |  |  |
|  | **Generic Skills and Behaviours** |  |  |  |  |  |  |
| iii | Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ | ✓ |  |  |  | ✓ |
| x | Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ | ✓ |  | ✓ |  | ✓ |
| iv | Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  |  |  |  |
| ix | Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ |  |  | ✓ |
| v | Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| vi | Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  |  |  |  |
| vii | Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| i | Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| viii | Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HIR2015 | HIR2009 | HIR2013 | HIR1031 | HIR2010 | HIR2017 |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ | ✓ |  |  | ✓ |  |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ | ✓ | ✓ |  | ✓ |  |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children | ✓ |  | ✓ |  | ✓ |  |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ | ✓ | ✓ |  | ✓ |  |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  |  |  | ✓ |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  | ✓ |  | ✓ |  |
| **Generic Skills and Behaviours** |  |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ | ✓ |  |  | ✓ |  |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  | ✓ |  |  |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  | ✓ |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 3 (Honours)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HHR2003 | HHR1030 | HHR3001 | HHR2006 | HHR3006 | HHR2001  | HHR3005 | HHR3000 | HHR3002 |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children |  |  |  |  |  | ✓ |  |  |  |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport | ✓ |  |  |  |  |  |  |  |  |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  |  |  |  | ✓ |  |  |  |
| **Generic Skills and Behaviours** |  |  |  |  |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  | ✓ |  |  |  |  |  |  |  |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  | ✓ |  |  |  |  |  |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport, Exercise and Nutrition** route aims to:

**Level 1 (Foundation)**

|  | **QAA Benchmarks** | HFR2004 | HFR2002 | HFR1018 | HFR2003 | HFR1028 | HFR1004 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |
| 6.17, i | Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ | ✓ |  |  |  |  |
| 6.17, ii | Critically appraise and evaluate the effects of sport and exercise intervention on the participant |  |  |  |  |  |  |
| 6.17, iv | Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children |  |  |  |  |  |  |
| 6.18, i | Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport as underpinned by current research | ✓ | ✓ | ✓ |  |  | ✓ |
| 6.20, i | Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  |  |  |  |
| 6.20, iii | Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  | ✓ |  |  |  |
|  | **Generic Skills and Behaviours** |  |  |  |  |  |  |
| iii | Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ | ✓ |  |  |  | ✓ |
| x | Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ | ✓ |  | ✓ |  | ✓ |
| iv | Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  |  |  |  |
| ix | Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ |  |  | ✓ |
| v | Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| vi | Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  |  |  |  |
| vii | Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| i | Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| viii | Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HIR2015 | HIR2010 | HIR2017 | HIR2008 | HIR1031 | HIR2009 | HIR2013 |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ | ✓ |  | ✓ |  | ✓ |  |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children | ✓ | ✓ |  |  |  |  | ✓ |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ |  |  | ✓ |  | ✓ | ✓ |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  | ✓ |  |  |  |  |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  |  |  |  |  | ✓ |
| **Generic Skills and Behaviours** |  |  |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ |  |  | ✓ |  | ✓ |  |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  |  | ✓ |  |  |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  |  | ✓ |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 3 (Honours)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HHR2003 | HHR3003 | HHR2008 | HHR1030 | HHR3006 | HHR2001  | HHR2006 |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children |  |  |  |  |  | ✓ |  |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  |  |  |  |  |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  |  |  |  | ✓ |  |
| **Generic Skills and Behaviours** |  |  |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  | ✓ |  |  |  |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  | ✓ |  |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The BSc (Hons) **Sport and Physical Education** route aims to:

**Level 1 (Foundation)**

|  | **QAA Benchmarks** | HFR2004 | HFR2003 | HFR1029 | HFR2002 | HFR1030 | HFR1031 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |
| 6.17, i | Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ |  |  | ✓ |  |  |
| 6.17, ii | Critically appraise and evaluate the effects of sport and exercise intervention on the participant |  |  |  |  |  |  |
| 6.17, iv | Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children |  |  |  |  |  |  |
| 6.18, i | Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport as underpinned by current research | ✓ |  |  | ✓ |  |  |
| 6.20, i | Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  |  |  |  |
| 6.20, iii | Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  |  |  |  | ✓ |
|  | **Generic Skills and Behaviours** |  |  |  |  |  |  |
| iii | Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ |  |  | ✓ |  |  |
| x | Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ | ✓ |  | ✓ |  |  |
| iv | Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  |  |  |  |  |  |
| ix | Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ |  |  | ✓ |  |  |
| v | Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ |  | ✓ |  |  |
| vi | Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  |  |  |  |  |  |
| vii | Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ |  | ✓ |  |  |
| i | Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ |  | ✓ |  |  |
| viii | Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ |  | ✓ |  |  |

**Level 2 (Intermediate)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HIR2011 | HIR1031 | HIR2016 | HIR2017 | HIR2012 | HIR2011 |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ |  |  |  |  |  |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ |  | ✓ |  |  |  |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children | ✓ |  | ✓ |  | ✓ | ✓ |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ |  | ✓ |  | ✓ | ✓ |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  | ✓ | ✓ | ✓ |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation |  |  |  |  |  | ✓ |
| **Generic Skills and Behaviours** |  |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  | ✓ |  | ✓ |  | ✓ |  |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  | ✓ |  | ✓ | ✓ | ✓ |  |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  | ✓ |  |  |  |  |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  | ✓ |  |  |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 3 (Honours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **QAA Benchmarks** | HHR3007 | HHR1030 | HHR3004 | HHR3008 | HHR2007  |
| **Sport Programme Specific Benchmarks** |  |  |  |  |  |
| Make effective use of knowledge and understanding of the disciplines underpinning human structure and function | ✓ |  | ✓ |  |  |
| Critically appraise and evaluate the effects of sport and exercise intervention on the participant | ✓ |  | ✓ |  |  |
| Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as older adults, disabled people, people with chronic disease and children | ✓ |  | ✓ | ✓ |  |
| Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, ... in ways underpinned by current research | ✓ |  | ✓ |  |  |
| Display a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport |  |  |  | ✓ | ✓ |
| Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation | ✓ |  |  | ✓ | ✓ |
| **Generic Skills and Behaviours** |  |  |  |  |  |
| Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills  |  | ✓ | ✓ |  |  |
| Undertake fieldwork with continuous regard for ethics, safety and risk assessment.  |  | ✓ |  |  |  |
| Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources  |  | ✓ |  |  | ✓ |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data  |  | ✓ |  |  |  |
| Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts  | ✓ | ✓ | ✓ | ✓ | ✓ |

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**Appendix 4**

Mapping the **Sport, Exercise and Nutrition** route to the Sport and Exercise Nutrition register (SENr) competencies for Graduate registration

**\*\*\* DRAFT: THIS MAPPING EXERCISE WILL BE VERIFIED FOLLOWING UNIVERSITY APPROVAL OF OUR NEW CURRCIULA, AND WILL REPLACE OUR EXISTING ENDORSEMENT \*\*\***

|  |  |  |
| --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** |
| * HFR2004
* HFR1018
* HFR1028
* HFR2003
 | * HIR1031
* HIR2010
* HIR2008
* HIR2015
 | * HHR1030
* HHR3005
* HHR3003
* HHR2001
 |

| **No.**  | **Skill / Knowledge Area**  | **Module code** |
| --- | --- | --- |
| **A1**  | **Foundation in Biosciences**  |  |
| **A1.1**  | The whole human body and its functions, especially digestion, absorption, excretion, respiration, fluid and electrolyte balance, cardio-vascular system, neuroendocrine system, movement and the musculoskeletal system, immunity and thermoregulation.  | * HFR2004
* HIR2008
* HHR3003
 |
| **A1.2**  | Mechanisms for the integration of metabolism at molecular, cellular, and whole-body levels.  | * HFR2004
* HIR2010
* HHR3003
 |
| **A2**  | **Science of Sport and Exercise Nutrition:** *Sound grounding in the fundamentals of nutrition science should be studied at either undergraduate or postgraduate level*  |  |
| **A2.1**  | **Basic Nutrition**  |  |
| **A2.1.1**  | Know, understand and have the ability to critically evaluate the principles and components of fitness, methods of measurement and estimation of energy balance, energy expenditure, body mass and body composition (anthropometric, dietary, biochemical, physiological, and functional methods of assessment).  | * HFR2004
* HIR2015
* HIR2008
* HHR3003
 |
| **A2.1.2**  | Know and understand the theory and methods of investigating the dietary and nutrient patterns of the general population and subgroups of the population. This will include analysis of qualitative and quantitative dietary and nutritional data, utilising database systems as appropriate.  | * HFR1028
* HIR2008
* HHR3003
 |
| **A2.1.3**  | Understand the nutrition science and its role in promoting human health. Including: * Role of macro and micronutrients and other metabolically active components of food (*e.g.* fibre),
* Metabolic effects of anti-nutrients (e.g. tannins), food additives, pharmacologically active agents (drugs);
* Nutrient-nutrient interactions,
* Potential of ‘nutriceuticals’ and functional foods.
 | * HFR1028
* HIR2008
 |
| **A2.1.4**  | Know, understand and have the ability to evaluate the scientific basis for the measurement and estimation of nutritional requirements, limitations and usefulness of dietary reference values and recommended dietary allowances for the general population and safe upper levels of individual nutrients (including in the context of the special needs of vulnerable groups). | * HIR2008
* HHR3003
 |
| **A2.1.5**  | Know and understand the aetiology of nutritional or nutrition-related problems that are relevant to sports performance.  | * HHR3003
 |
| **A2.1.6**  | Know and understand how to take ethnicity or culture into account in formulating practical advice in terms of foods, meals and menus.  | * HFR1028
* HHR3003
 |
| **A2.1.7**  | Know and understand the principles of food preparation, handling, management and safety.  | * HHR3003
* HFR2003
 |
| **A2.2**  | **Specialist Knowledge in Sport and Exercise Nutrition**  |  |
| **A2.2.1**  | Know and understand the nature of the different sports to ensure an interdisciplinary approach to nutrition support. Understanding should include the: * Physiological and biochemical demands of participation in sport and exercise, training practices, physical demands and rules of sports.
* Lifestyles of athletes and exercise participants.
* The psychological impact of training for and competing in sport and exercise.
* The nutritional implications of the physiological demands of training for and competing in sport and exercise.
 | * HIR2015
* HFR1018
* HHR3003
 |
| **A.2.2.2**  | Know and understand the theoretical basis for, and methods of investigation of, the metabolic effects, the efficacy, health, safety, and legal aspects of ergogenic aids of all kinds including pharmacologically active agents, sports foods, sports drinks, and supplements.  | * HHR3003
 |
| **A2.2.3**  | Appreciate the ambitions, values, beliefs, motivations and psychosocial concerns of athletes and exercise participants.  | * HFR1018
 |
| **A2.3**  | **Nutrition, Health and Sport**  |  |
| **A2.3.1**  | Know and understand the effects of disease processes on: * Diet and nutrition
* Exercise and sport performance
 | * HFR1028
* HFR2004
* HIR2008
* HHR3005
* HHR3003
* HHR2001
 |
| **A2.3.2**  | In order to maintain and/or promote the safety and health of individuals or groups of clients, know and understand how to: * Elicit relevant information for the formulation of appropriate advice.
* Select, assess, and analyse information in order to formulate advice about diets, nutrient intakes and nutritional status of athletes and exercise participants.
* Design advice that will optimise performance and give consideration to the health of the athlete and exercise participant.
 | * HIR2008
* HHR3003
* HHR2001
 |
| **A2.4**  | **Research and Evaluation**  |  |
| **A2.4.1**  | Cognisant of a range of valid and reliable research methods appropriate to evidence based practice in sport and exercise nutrition.  | * HIR1031
* HHR1030
 |
| **A2.4.2**  | Continually evaluate relevant research to ensure own practice is evidence-based.  | * HIR1031
* HHR1030
* HHR3003
 |

**Appendix 5:**

**Personal Development Planning (PDP) mapping to modules**

**Year One** (all routes)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Continuing professional development  | Portfolio development | Reflection and action planning | Communication skills | Professional conduct | Managing and developing independence, self- awareness and confidence | Problem solving | Information skills | Technical knowledge  | Time management | Career Planning |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise |  |  |  | X | X | X | X | X | X | X |  |
| HFR2002 Foundations of Biomechanics in Sport & Exercise |  |  |  | X | X | X | X | X | X | X |  |
| HFR1018 Foundations of Psychology in Sport and Exercise |  |  |  | X | X | X | X | X |  | X |  |
| HFR2003 Research Methods 1 | X | X | X | X |  | X | X | X | X | X | X |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition |  |  |  | X |  |  | X | X | X | X |  |
| HFR1004 Foundations of Coaching & Instructing | X | X | X | X | X | X | X | X |  | X |  |
| HFR1029 Foundations of Coaching and Teaching | X | X | X | X | X | X | X | X |  | X |  |
| HFR1030 PE & Sport Pedagogy 1 | X | X | X | X | X | X | X | X |  | X |  |
| HFR1031 Safeguarding Children and Young People in Sport |  |  |  | X |  |  | X | X |  | X |  |

**Year Two** (all routes)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Continuing professional development  | Portfolio development | Reflection and action planning | Communication skills | Professional conduct | Managing and developing independence, self- awareness and confidence | Problem solving | Information skills | Technical knowledge  | Time management | Career Planning |
| HIR2015 Physiology for Sport & Exercise Science |  |  |  | X | X | X | X | X | X | X |  |
| HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science |  |  |  | X | X | X | X | X | X | X |  |
| HIR2013 Psychology for Sport & Exercise Science |  | X |  | X | X | X | X | X |  | X |  |
| HIR1031 Research Methods 2 | X |  | X | X |  | X | X | X | X | X |  |
| HIR2010 Nutrition for Exercise and Health |  |  |  | X |  |  | X | X |  | X |  |
| HIR2017 Work Placement | X | X | X | X | X | X | X | X |  | X | X |
| HIR2008 Applied Nutrition and Assessment Methods |  |  |  | X | X | X | X | X | X | X |  |
| HIR2011 Child Development & Maturation |  |  |  | X | X | X | X | X |  | X |  |
| HIR2016 Psychology of Coaching and Learning |  |  | X | X | X | X | X | X |  | X |  |
| HIR2012 PE and Sport Pedagogy 2 | X | X | X | X | X | X | X | X |  | X |  |
| HIR2014 Children and Public Health |  |  |  | X |  |  | X | X |  | X |  |

**Year Three** (all routes)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Continuing professional development  | Portfolio development | Reflection and action planning | Communication skills | Professional conduct | Managing and developing independence, self- awareness and confidence | Problem solving | Information skills | Technical knowledge  | Time management | Career Planning |
| HHR2003 Applied Sport & Exercise Science |  |  |  | X | X | X | X | X | X | X |  |
| HHR1030 Applied Research | X |  | X | X | X | X | X | X | X | X |  |
| HHRnew Applied Physiology for Sport & Exercise |  |  |  | X | X | X | X | X | X | X |  |
| HHR2006 Sports Rehabilitation |  |  |  | X | X |  | X | X |  | X |  |
| HHR3006 Strength & Conditioning |  |  |  | X | X | X | X | X |  | X |  |
| HHR2001 Exercise Medicine |  |  | X | X | X | X | X | X |  | X |  |
| HHR3005 Sport Nutrition: Research & Practice |  |  |  | X | X |  | X | X | X | X |  |
| HHR3000 Applied Biomechanics for Sport & Exercise |  |  |  | X | X | X | X | X | X | X |  |
| HHR3002 Applied Sport Psychology |  |  |  | X | X | X | X | X |  | X |  |
| HHR3003 Exercise Metabolism |  |  |  | X |  |  | X | X |  | X |  |
| HHR3007 Examination and Assessment in PE  |  |  |  | X |  |  | X | X |  | X |  |
| HHR3004 Coaching and Teaching Children and Young People with Special Education Needs  |  |  |  | X |  |  | X | X |  | X |  |
| HHR3008 Contemporary Issues in Sport PE  |  |  |  | X |  |  | X | X |  | X |  |
| HHR2007 Project Management | X |  | X | X |  | X | X | X |  | X | X |

**Appendix 6**

**Outline of Assessment Schedule – DRAFT**

Example for the BSc (Hons) **Sport and Exercise Science** route:

**Year One** (Foundation)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise | In-class test (100%) |  |  |  |  |  |  |  | X |  |  |
| HFR2002 Foundations of Biomechanics in Sport & Exercise | 1500-word lab report (60%)1h exam |  |  |  |  | X |  |  | X |  |  |
| HFR1018 Foundations of Psychology in Sport and Exercise | In-class test (40%)2000-word essay |  |  |  | X |  |  | X |  |  |  |
| HFR2003 Research Methods 1 | Portfolio A (50%)Portfolio B (50%) |  |  |  | X |  |  |  |  | X |  |
| HFRnew Foundations of Bioenergetics Metabolism and Nutrition | 2h examination (60%)Poster and oral presentation (40%) |  |  | X |  |  |  |  | X |  |  |
| HFR1004 Foundations of Coaching & Instructing | 750-word assignment (40%)Practical and 1000-word plan (60%) |  |  | X |  |  |  | X |  |  |  |

**Year Two** (Intermediate)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HIR2015 Physiology for Sport & Exercise Science | Lab demonstration and written discussion (50%)Training programme and rationale (50%) |  |  |  |  | X |  |  |  | X |  |
| HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science | Lab book (60%)Data analysis (40%) |  |  |  |  |  |  |  | X | X |  |
| HIR2013 Psychology for Sport & Exercise Science | Portfolio of evidence (100%) |  |  |  |  |  |  |  | X |  |  |
| HIR1031 Research Methods 2 | 1500-word rationale (40%)2000-word research proposal (60%) |  |  |  | X |  |  | X |  |  |  |
| HIR2010 Nutrition for Exercise and Health | Two in-class tests (60%)Abstract and oral assessment (40%) |  |  | X |  |  |  |  | X |  |  |
| HIR2017 Work Placement | 10 min presentation (50%)Log of hours (pass/fail)1500-word critical reflection (50%) |  |  |  |  |  | X |  | X | X |  |

**Year Three** (Honours)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HHR2003 Applied Sport & Exercise Science | Group presentation (50%)1000-word rationale (50%) |  |  |  |  |  |  | X | X |  |  |
| HHR1030 Applied Research | Project (100%) |  |  |  |  |  |  |  |  | X |  |
| HHR3001 Applied Physiology for Sport & Exercise | Scientific rationale (60%)Oral presentation (40%) |  |  |  |  |  |  | X | X |  |  |
| HHR2006 Sports Rehabilitation | 3000-word case study (100%) |  |  |  |  |  |  |  | X |  |  |
| HHR3000 Applied Biomechanics for Sport and Exercise  | Case study (100%) |  |  |  |  |  |  |  |  | X |  |
| HHR3002 Applied Sport Psychology | Case study (100%) |  |  |  |  |  |  |  | X |  |  |
| HHR3006 Strength & Conditioning | Training session and presentation (100%) |  |  |  |  |  | X |  |  | X |  |
| HHR2001 Exercise Medicine | Seen case study programme design and oral examination (100%) |  |  |  |  |  |  |  |  | X |  |
| HHR3005 Sport Nutrition: Research & Practice | Pod cast debate (40%)Case study (60%) |  |  |  | X |  |  |  | X |  |  |

Example for the BSc (Hons) **Sport, Exercise and Nutrition** route:

**Year One** (Foundation)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise | In-class test (100%) |  |  |  |  |  |  |  | X |  |  |
| HFR2002 Foundations of Biomechanics in Sport & Exercise | 1500-word lab report (60%)1h exam |  |  |  |  | X |  |  | X |  |  |
| HFR1018 Foundations of Psychology in Sport and Exercise | In-class test (40%)2000-word essay |  |  |  | X |  |  | X |  |  |  |
| HFR2003 Research Methods 1 | Portfolio A (50%)Portfolio B (50%) |  |  |  | X |  |  |  |  | X |  |
| HFR1028 Foundations of Bioenergetics Metabolism and Nutrition | 2h examination (60%)Poster and oral presentation (40%) |  |  | X |  |  |  |  | X |  |  |
| HFR1004 Foundations of Coaching & Instructing | 750-word assignment (40%)Practical and 1000-word plan (60%) |  |  | X |  |  |  | X |  |  |  |

**Year Two** (Intermediate)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HIR2015 Physiology for Sport & Exercise Science | Lab demonstration and written discussion (50%)Training programme and rationale (50%) |  |  |  |  | X |  |  |  | X |  |
| HIR2009 Biomechanics and Performance Analysis for Sport & Exercise Science | Lab book (60%)Data analysis (40%) |  |  |  |  |  |  |  | X | X |  |
| HIR2013 Psychology for Sport & Exercise Science | Portfolio of evidence (100%) |  |  |  |  |  |  |  | X |  |  |
| HIR1031 Research Methods 2 | 1500-word rationale (40%)2000-word research proposal (60%) |  |  |  | X |  |  | X |  |  |  |
| HIR2010 Nutrition for Exercise and Health | Two in-class tests (60%)Abstract and oral assessment (40%) |  |  | X |  |  |  |  | X |  |  |
| HIR2017 Work Placement | 10 min presentation (50%)Log of hours (pass/fail)1500-word critical reflection (50%) |  |  |  |  |  | X |  | X | X |  |
| HIR2008 Applied Nutrition and Assessment Methods | Lab book (50%)Lab report (50%) |  |  |  |  |  | X | X |  |  |  |

**Year Three** (Honours)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HHR2003 Applied Sport & Exercise Science | Group presentation (50%)1000-word rationale (50%) |  |  |  |  |  |  | X | X |  |  |
| HHR1030 Applied Research | Project (100%) |  |  |  |  |  |  |  |  | X |  |
| HHR3003 Exercise Metabolism | Microteach presentation (30%)Lab report (70%) |  |  |  | X |  |  |  | X |  |  |
| HHR3005 Sport Nutrition: Research & Practice | Pod cast debate (40%)Case study (60%) |  |  |  |  | X |  |  |  | X |  |
| HHR2006 Sports Rehabilitation | 3000-word case study (100%) |  |  |  |  |  |  |  | X |  |  |
| HHR3006 Strength & Conditioning | Training session and presentation (100%) |  |  |  |  |  |  | X | X |  |  |
| HHR2001 Exercise Medicine | Seen case study programme design and oral examination (100%) |  |  |  |  |  |  |  | X |  |  |

Example for the BSc (Hons) **Sport and Physical Education** route:

**Year One** (Foundation)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HFR2004 Foundations of Anatomy & Physiology in Sport & Exercise | In-class test (100%) |  |  |  |  |  |  |  | X |  |  |
| HFR2002 Foundations of Biomechanics in Sport & Exercise | 1500-word lab report (60%)1h exam |  |  |  |  | X |  |  | X |  |  |
| HFR2003 Research Methods 1 | Portfolio A (50%)Portfolio B (50%) |  |  |  | X |  |  |  |  | X |  |
| HFR1029 Foundations of Coaching and Teaching | Workbook (60%)Practical (40%) |  |  | X |  |  |  | X |  |  |  |
| HFR1030 PE & Sport Pedagogy 1 | Written assignment (60%)Poster presentation (40%) |  |  |  | X |  |  |  | X |  |  |
| HFR1031 Safeguarding Children and Young People in Sport | Poster presentation (30%)Written assignment (70%) |  |  |  |  |  | X |  |  | X |  |

**Year Two** (Intermediate)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HIR2011 Child Development & Maturation | Oral presentation 100% |  |  |  |  |  |  | X |  | X |  |
| HIR2016 Psychology of Coaching and Learning  | 2000-word essay (100%) |  |  |  |  |  | X |  | X |  |  |
| HIR2012 PE and Sport Pedagogy 2 | 1000-word written assessment (50%)1500 word written assessment (50%) |  |  |  | X |  |  |  |  | X |  |
| HIR2014 Children and Public Health  | Comparative report 500-words (25%)2000-word assignment (75%) |  |  |  |  | X |  |  | X |  |  |
| HIR1031 Research Methods 2 | 1500-word rationale (40%)2000-word research proposal (60%) |  |  |  | X |  |  | X |  |  |  |
| HIR2017 Work Placement | 10 min presentation (50%)Log of hours (pass/fail)1500-word critical reflection (50%) |  |  |  |  |  | X |  | X | X |  |

**Year Three** (Honours)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HHR1030 Applied Research | Project (100%) |  |  |  |  |  |  |  |  | X |  |
| HHR3007 Examination and Assessment in PE  | Presentation (50%)Assignment (50%) |  |  |  |  |  |  |  | X |  |  |
| HHR3004 Coaching and Teaching Children and Young People with Special Education Needs | 1500-word written assignment (40%)Oral presentation (60%) |  |  |  |  |  |  |  | X |  |  |
| HHR3008 Contemporary Issues in PE | Portfolio (35%)2000-word assignment (65%) |  |  |  | X |  |  | X |  |  |  |
| HHR2007 Project Management | Proposal (50%)Individual 15 min presentation (50%) |  |  |  |  | X |  |  |  | X |  |

Ignore this page. Editing issue!