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

**University of Huddersfield**

**Programme Specification**

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Allied Health Professions, Sport and Exercise |
| **4.** | **Course accredited by** |  |
| **5.** | **Mode of Delivery** | Full-time |
| **6.** | **Final Award** | Integrated Masters (MSci) |
| **7.** | **Course Title** | Sport and Exercise Nutrition |
| **8.** | **UCAS Code** |  |
| **9.** | **Subject benchmark statement** | Unit 25 Hospitality, Leisure, Sport and Tourism (Levels 1-3)  Sport and Exercise Nutrition Register (SENr) competencies |
| **10.** | **Date of Programme Specification Approval** | February 2017 |

**11. Educational Aims of the Course**

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

**12. Intended Learning Outcomes**

12.1 The learning outcomes for the first three years of this course have been developed in line with the QAA benchmark statements for Events, Hospitality, Leisure, Sport and Tourism (2016); there are no relevant QAA Masters level benchmarks. However, the course has also been designed to meet the competencies of the Sport and Exercise Nutrition register (SENr), such that students graduating from the Integrated Masters will be eligible to join the SENr Graduate Register subject to the course gaining accreditation with SENr. Additionally, the course has also been developed to meet the competencies required for the Register of Exercise Professional’s (REP’s).

On completion of the course, students will be able to:

12.2 ***Knowledge and Understanding***

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

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

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***

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 Sport and exercise nutrition is 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 nutrition, and physical activity in a variety of settings, both for individuals and larger groups.

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

1. Certificate of Higher Education
2. Diploma of Higher Education
3. Degree

The planned duration is normally:

* Certificate of Higher Education = one year full time
* Diploma of Higher Education = two years full time
* Degree = three years full time
* Degree with Honours = three years full time

13.3 The course consists of twenty and forty credit modules. Formative assessment will be used to enable students to gain feedback on their performance during the module and 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, the national qualifications framework, and external bodies (SENr and British Dietetic Association). A substantive core of course content is material that all students studying nutrition, exercise, physical activity and health are required to cover. The need for 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. Variety and flexibility are further facilitated throughout the curriculum 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.

13.5 Table 1 outlines the level of study, the number of credits and the name of the University awards available to students at specific departure points.

Table 1. University awards at specific departure points

|  |  |  |
| --- | --- | --- |
| **Quality Assurance Agency’s National Qualifications Framework** | **University Credit Framework** | **University Award** |
| FHEQ4: Certificate Level | 120 Foundation level credits | Certificate of Higher Education |
| FHEQ5: Intermediate Level | 220 credits consisting of 120 Foundation level credits and 120 Intermediate level credits | Diploma of Higher Education |
| FHEQ5: Intermediate Level | 300 credits consisting of 120 Foundation level credits and 180 post-foundation level credits of which 60 must be from Honours level | Bachelor’s degree |
| FHEQ6: Honours Level | 360 credits consisting of 120 Foundation level credits, 120 Intermediate level credits and 120 Honours level credits . | BSc (Hons) degree |
| FHEQ7: Masters Level | 480 credits consisting of 120 Foundation level credits, 120 Intermediate level credits, 120 Honours level credits, and 120 Masters level credits | Master of Science (MSci) |

Table 2. The sequencing of modules and credit accumulation on the full-time MSci Sport, Exercise and Nutrition Route

|  |  |  |  |
| --- | --- | --- | --- |
| Level 1  Foundation Level | Level 2  Intermediate Level | Level 3  Honours Level | Level 4  Masters Level |
| HFR2004 Foundations of Anatomy and Physiology in Sport and Exercise  (20 credits)  Core | HIR2015 Physiology for Sport and Exercise Science  (20 credits)  Core | HHR2003 Applied Sport and Exercise Science  (20 credits)  **Core** | HMR1007 Practical Sport and Exercise Nutrition  (20 credits)  **Core** |
| HFR2002 Foundations of Biomechanics in Sport and Exercise  (20 credits)  Core | HIR1031 Research Methods 2  (20 credits)  Core | HHR1030 Applied Research  (40 credits)  **Compulsory** | HMR1008 Sport and Exercise Metabolism  (20 credits)  **Core** |
| HFR1018 Foundations of Psychology in Sport and Exercise  (20 credits)  **Core** | HIR2017 Work Placement  (20 credits)  **Compulsory** | HHR3005 Sport Nutrition: Research and Practice  (20 credits)  Core | HMR1009 How to be a postgraduate Researcher (20 credits)  Core |
| HFR1028 Foundations of Bioenergetics, Metabolism and Nutrition  (20 credits)  Core | HIR2010 Nutrition for Exercise and Health (20 credits)  Core | HHR3003 Exercise Metabolism  (20 credits)  Core | HMR1003 Advanced Sport and Exercise Nutrition  (20 credits)  Core |
| HFR2003 Research Methods 1  (20 credits)  Core | HIR2008 Applied Nutrition and Assessment Methods (20 credits)  Core |  | HMR1004 Ergogenic Aids, Supplements and Anti-doping  (20 credits)  **Core** |
| HFR1004 Foundations of Coaching and 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) | *CHOOSE ONE OPTION:*  HHR3006  Strength & Conditioning  (20 credits)  HHR2001  Exercise Medicine  (20 credits)  HHR2006  Sports Rehabilitation  (20 credits) | *CHOOSE ONE OPTION:*  HMR1005 Applied Placement and Practitioner Skills  (20 credits)  HMR1006 Nutrition for Specialised Populations (20 credits) |
| **120 Foundation credits** | 120 Intermediate credits | 120 Honours credits | 120 Masters credits |

**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 8.

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 and complies with the 2010 Disability Act:

**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 at: http://www.hud.ac.uk/student-services/

**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 on their website at:

<http://www.hud.ac.uk/students/finance/financeoffice/>

**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 at: <http://www.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 at: <http://www.hud.ac.uk/library/>

15.2.5 Student Central

**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 a 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) as stated at the following link: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.3** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website as follows:

<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:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://www.hud.ac.uk/disability-services/>

**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** To continue from Level 3 (Year 3 full-time; Year 6 part-time) to Level 4, students must have obtained an average mark of 50% from the best 100 credits at level 2 and level 3 (double weighted) (i.e. they would be eligible to graduate with a 2:2 or above).

APEL may be available following the University regulations.

**16.7** Students will be required to undertake a Disclosure and Barring Service check during the first term of the course. Thereafter, at the start of each academic year, students will complete a Disclosure form, showing any change in circumstances. Whilst a clear DBS return is not a pre-requisite for entry to the course, it must be noted that placement opportunities will be severely curtailed if a DBS check were to return any issues. Since the placement is a required element of the course, progression may be jeopardised by any problems with DBS checks. It should also be noted that a number of career opportunities that successful completion of the course may otherwise provide, will be out of the question if a DBS check is not clear. Students from overseas will be asked to provide appropriate documentation from their home country of police check/criminal record clearance translated and attested.

**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 as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/qa>

**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 see further information at: .

<http://huddersfieldstudent.com/involve/content/166695/student_reps/>

**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 community physical activity and exercise courses 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. 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 as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<http://www.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 at:

<http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-10.aspx>

**Appendix 1**

**1. Introduction and Rationale**

**1.1** **Introduction**

1.1.1    The MSci in Sport and Exercise Nutrition is a new programme that will provide students with the academic knowledge and professional skills required to pursue a career in the fields of sport and exercise nutrition, including practitioner or researcher based work.

1.1.2    The MSci will be mapped to the competency framework of the Sport and Exercise Nutrition Register (SENr), to ensure it is an accredited programme and allow graduates to join the SENr graduate register upon completion. This is a new register designed to regulate what has until recently been an unregulated field. The British Dietetic Society are working to enhance the reputation of sport and exercise nutritionist by creating and publicizing the SEN register.

**1.2** **Rationale**

1.2.1 In order to join the graduate register of the SENr students have to have studied at Masters level (although they do not need a full masters). The MSci will allow graduates to demonstrate they have met all the competencies at an appropriate level. There is currently only one other University offering this programme and we are pleased to be leading the field in this area.

1.2.2 The MSci can be funded through the current UG loans system by accessing the fourth year of loans available to all undergraduate students. This allows students to continue their studies without an interruption to the finance available and allowing them the advantages of the long term pay back and low rates of interest available through student loans.

1.2.3 The new MSci programme will add to, and complement, the existing suite of programmes in the Divisions of Health and Wellbeing and Food and Nutrition. The new MSci programme will enable students to develop knowledge and skills relevant to the broad spectrum of professional training in sport and exercise nutrition professions. This reflects a wider societal interest in sport, exercise and health related issues, fuelled by a range of physical activity and health agendas (e.g. reducing rates of obesity, coronary heart disease, Diabetes etc.) and sporting agendas (e.g. improving training adaptations and athletic performance). Postgraduate study is therefore an attractive option for students in that it offers specific, relevant and vocationally focused teaching.

1.2.4 When initially considering the development of the programme, a review of existing programmes offering sport and exercise nutrition at other universities was undertaken. It was identified that there is an increasing trend within ‘sports’ divisions to provide a undergraduate programmes in sport and exercise nutrition alongside the traditional sport and exercise science options. This is alongside the increasing importance that the industry is placing upon having qualified nutritionists through additional qualifications such as being a member of the SENr. For this reason, the new programme is in line with SENr competencies, so students can register with their organization as a graduate registrant following completion of the programme.

1.2.5 The sport and exercise nutrition job market is particularly competitive, and as such, having a postgraduate qualification is desirable for employers. As such, it is essential that as a division, we respond to the new climate and ensure suitable provision of postgraduate study for those wishing to pursue careers in sport and exercise nutrition. The new programme will attract those interested in sport and exercise nutrition and the impact it has on performance and health. It will allow them the opportunity to undertake further placement work so improving their vocational skills and networks of employer contacts upon graduation.

1.2.6 The new programme has been shaped by the current provision of sport and exercise nutrition within the University of Huddersfield. Additionally, other institutions offering SENr accredited Sport and Exercise Nutrition postgraduate programmes have been consulted. Furthermore, associated benchmark statements, the European guidelines (AEHESIS) and the requirements of the National Qualifications Framework (NQF) were consulted. The professional bodies in the UK (BASES, SENr, and BDA) have also influenced the proposed programme.

1.2.7   .The MSci in Sport and Exercise Nutrition is supported by the following:

(a)       A sports laboratory equipped with a range of aerobic and anaerobic testing equipment and accompanying interview suite with video playback facility,

(b)        PC laboratories to support research methods teaching,

(c)        A physiology and biomechanics lab,

(d) A sports hall, and fitness centre allowing for opportunities for practical work,

(e)        Dedicated members of technical staff,

(f)         Dedicated food laboratories for product design and culinary skills.

**1.3**       In summary the course will provide an advanced knowledge for those students who want to pursue a practitioner or research role in sport and exercise nutrition, within the UG funding system. Furthermore, students will gain core knowledge and generic skills that may be transferable to a range of careers they may eventually choose and the opportunity to gain entry onto the SEN register without the need for further study.

**Appendix 2**

**Staffing and Management**

1. The MSci will have a course leader.
2. The course has a designated admissions officer who will assist the course leader.
3. Responsibility for the overall management of the course will rest with the Sport, Exercise and Nutrition Science Course Board which is required to meet at least two times per year.
4. Student Panels will meet in order to incorporate student feedback into the development of the course. These will follow the agenda proposed by the School.
5. The Course Assessment Board will be responsible for all decisions concerning student progression and awards.
6. The coordination of the evaluation process will be through the School’s annual evaluation process.
7. At present, the Course teaching team consists of:

[Dr Kiara Lewis](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=336)

Mrs [Louisa Horner](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=958)

Dr [Matthew Haines](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=1055)

Dr [Kevin Kipling](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=676)

[Dr Liam Harper](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=1560)

Dr [Robert Naughton](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=1559)

[Dr Michael Fish](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=1492)

Ms [Louise Ellis](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=1589)

Mr [Alexis Moreno](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=304)

[Dr Deborah Pufal](https://www.hud.ac.uk/ourstaff/profile/index.php?staffid=260)

Dr Nicola Eccles

Mr Sean Hudson

Dr Leanne Livsey

**Appendix 3:**

**Mapping course aims onto modules**

The MSci Sport and Exercise Nutrition course 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 | HIR2005 | 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. | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |

**Level 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Aims** | HMR1007 | HMR1008 | HMR1009 | HMR1003 | HMR1004 | HMR1005 | HMR1006 |
| 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 4: Mapping course learning outcomes onto modules**

**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 | HIR2005 | 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Level 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | HMR1007 | HMR1008 | HMR1009 | HMR1003 | HMR1004 | HMR1005 | HMR1006 |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 5:**

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

**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 | HIR2005 |
| **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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 6:**

**Mapping to the ‘Sport and Exercise Nutrition register’ competencies for Graduate registration**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| * HFR2004 * HFR1018 * HFR1028 * HFR2003 | * HIR1031 * HIR2010 * HIR2008 * HIR2015 | * HHR1030 * HHR3005 * HHR3003 * HHR2001 | * HMR1007 * HMR1008 * HMR1009 * HMR1004 * HMR1005 * HMR1006 |

| **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  HMR1008 |
| **A1.2** | Mechanisms for the integration of metabolism at molecular, cellular, and whole-body levels. | HFR2004  HIR2010  HHR3003  HMR1008 |
| **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  HMR1007 |
| **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  HMR1003  HMR1004  HMR1006 |
| **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  HMR1003  HMR1004  HMR1006 |
| **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  HMR1007  HMR1003  HMR1004  HMR1006 |
| **A2.1.5** | Know and understand the aetiology of nutritional or nutrition-related problems that are relevant to sports performance. | HHR3003  HMR1008  HMR1003 |
| **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  HMR1003  HMR1004  HMR1005  HMR1006 |
| **A2.1.7** | Know and understand the principles of food preparation, handling, management and safety. | HHR3003  HFR2003  HMR1004  HMR1005 |
| **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  HMR1003  HMR1004  HMR1006 |
| **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  HMR1003  HMR1004 |
| **A2.2.3** | Appreciate the ambitions, values, beliefs, motivations and psychosocial concerns of athletes and exercise participants. | HFR1018  HMR1003  HMR1006 |
| **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  HMR1008  HMR1003  HMR1006 |
| **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  HMR1007  HMR1003  HMR1004  HMR1005  HMR1006 |
| **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  HMR1007  HMR1003  HMR1004  HMR1005  HMR1006 |
| **A2.4.2** | Continually evaluate relevant research to ensure own practice is evidence-based. | HIR1031  HHR1030  HHR3003  HMR1007  HMR1008  HMR1009  HMR1003  HMR1004  HMR1006 |

**Appendix 7:**

**Outline Assessment Schedule – DRAFT**

**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 |  |  |
| HIR2005 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 |  |  |

**Year Four (Masters)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Assessment (weighting)** | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| HMR1007 Practical Sport and Exercise Nutrition | Case study (2000 words) (50%)  Exam (2 hours) (50%) |  |  |  | X |  |  |  |  | X |  |
| HMR1008 Sport and Exercise Metabolism | Practical Coursework (2000 words) (50%)  Exam (2 hours) (50%) |  |  | X |  |  |  |  |  | X |  |
| HMR1009 How to be a Postgraduate Researcher | In Class Test (2 hours) (30%)  Research Proposal (2,500 words) (70%) |  |  |  |  |  |  | X |  | X |  |
| HMR1003 Advanced Sport and Exercise Nutrition | Lab report (3000 words) (50%)  Podcast and infographic (50%) |  |  | X | X |  |  |  |  |  |  |
| HMR1004 Ergogenic Aids, Supplements and Anti-doping | Booklet Coursework (2000-word equivalent) (50%)  Exam (2 hours) (50%) |  |  |  |  |  |  | X | X |  |  |
| HMR1005 Applied Placement and Practitioner Skills | Presentation (15 minutes) (40%)  Critical reflection (1,500 words) (60%)  Log of 182 hours Placement activity (Pass/Fail) |  |  |  |  |  |  |  |  | X  X |  |
| HMR1006 Nutrition for Specialised Populations | Literature Review (2000 words) (70%)  Oral Presentation (15 minutes) (30%) |  |  |  |  |  |  |  | X | X |  |

**Appendix 8:**

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

**Year One**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |  |

**Year Two**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |  |
| HIR2005 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 |  |

**Year Three**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| HHR1030 Applied Research | X |  | X | 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 |  |
| HHR3003 Exercise Metabolism |  |  |  | X |  |  | X | X |  | X |  |
| HHR2003 Applied Sport and Exercise Science | X |  | X | X |  | X | X | X |  | X | X |

**Year Four**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| HMR2003 Advanced Sport and Exercise Nutrition |  |  |  | X |  | X | X |  | X |  |  |
| HMR2004 Ergogenic Aids, Supplements and Anti-doping |  |  |  | X |  |  | X | X | X | X |  |
| HMR2005 Applied Placement and Practitioner Skills | X | X | X |  |  | X | X |  |  | X | X |
| HMR2006 Nutrition for Specialised Populations |  |  |  | X |  | X |  |  |  |  |  |
| HMR1007 Practical Sport and Exercise Nutrition | X | X | X | X | X |  |  |  |  |  | X |
| HMR1008 Sport and Exercise Metabolism |  |  |  |  |  |  | X | X | X |  |  |
| HMR1009 How to be a Postgraduate Researcher | X | X |  |  |  |  |  |  | X |  |  |