

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Science and Football

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	CXQ3
JACS Code	C600
Programme Duration	Full-Time: 3 Years, Sandwich Thick: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Events, Hospitality, Leisure, Sport and Tourism (2019)
Programme accredited by	The British Association of Sport and Exercise Sciences
Description of accreditation	http://www.bases.org.uk/Courses/8491
Validated target and alternative exit awards	<p>Bachelor of Science with Honours in Science and Football</p> <p>Bachelor of Science with Honours (SW) in Science and Football</p> <p>Diploma of Higher Education in Science and Football</p> <p>Diploma in Higher Education (SW) in Science and Football</p> <p>Certificate of Higher Education in Science and Football</p>
Programme Leader	Kevin Enright

Educational aims of the programme

Provide an honours-level multidisciplinary study across Science and Football that is in line with professional body requirements.

Develop scientific thinking and practice in relation to using and undertaking empirical research in the context of Science and Football.

Ensure graduates are aware of issues related to professional conduct, ethics and performance in relation to Science and Football.

Provide opportunities for students to engage in peer-to-peer co-operative learning thereby cultivating and participating in communities of practice.

Encourage an appreciation and reflection on how protected characteristics (such as ethnicity, gender, religion, sexuality, socioeconomic status), and intersections thereof, contribute to experiences in Sport & Exercise Sciences and what action can be taken to promote a more equitable society.

Develop employability skills and mindset throughout the programme that are aligned to the LJMU Employability Strategy.

Transform student employability skills, self-awareness, agency and aspirations to be able to make a difference to professional practice through exercise and sport.

In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Identify the key anatomical, physiological, biomechanical and psycho-social concepts relevant to Science and Football contexts.

Identify the key theories and techniques within research methods in Science and Football contexts

Explore and develop personal and professional skills in the context of fundamental employability skills.

Communicate basic information, ideas, problems and solutions in Science and Football.

Work independently and with others, recognising and respecting the values of equality and diversity.

Identify learning and continuing personal and professional development needs through self-appraisal.

Identify how to work and act responsibly, safely and ethically in Science and Football contexts

Identify how factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, impact within society, and how these contribute to experiences in Science and Football.

Alternative Exit/ Interim Award Learning Outcomes - Diploma in Higher Education (SW)

A student who is eligible for this award will be able to:

A student who successfully completes a placement year will be eligible for the Sandwich award and will, in addition to the below, be able to demonstrate the professional and personal skills necessary for effective employment within a professional environment.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Explain and evaluate the principle concepts, theories and measurement techniques within physiology, biomechanics and psycho-social disciplines in a Science and Football context.

Explain the principle concepts and theories and conduct analytical techniques within research methods in a Science and Football context

Reflect upon and develop personal and professional skills and self-awareness in the context of fundamental employability skills.

Communicate information, ideas, problems and solutions in sport and exercise to different audiences.

Work independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity.

Take responsibility for your own learning and continuing personal and professional development through self-appraisal and reflection.

Work and act responsible, safely and ethically within sport and exercise science contexts

Identify how factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, impact within society, and how these contribute to experiences in Science and Football.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Understand and critically appraise the study of the context of professional football through the core disciplines of sport science underpinning human structure and function (physiology, psychology, skill acquisition, sociology, biomechanics, performance /match analysis)

2. Synthesise and effectively use knowledge and understanding of the culture surrounding professional football and sport science disciplines underpinning human structure and function to monitor, prescribe, and evaluate discipline specific interventions for performance and health enhancement

3. Effectively use knowledge and understanding of health and safety, ethics, government policy, which underpin best practice in science and football contexts

4. Conduct research and problem-solving using the appropriate methods of acquiring, interpreting, and analysing information appropriate to the study of science and football

5. Evidence the skills required to monitor and evaluate responses to intervention and sports performance in

laboratories and/or professional settings

6. Critically apply detailed knowledge of research methods in a Science and Football context
7. Synthesise knowledge in a multi-disciplinary Science and Football context
8. Research, challenge and critically evaluate data, facts, theories and concepts in Science and Football
9. Deploy accurately established techniques of analysis and enquiry within Science and Football
10. Plan, design, monitor and execute practical activities using appropriate techniques and procedures
11. Effectively use knowledge and understanding of health and safety, ethics, and government policy in a Science and Football context.

Alternative target awards

A student who is eligible for the following awards will be able to:

Bachelor of Science with Honours (SW) in Science and Football -

In addition to the learning outcomes for the main target award, demonstrate the professional and personal skills necessary for effective employment within a professional environment.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The programme is delivered with a mixture of formal contact time, directed study and private study. Students are encouraged to develop their learning skills and to become progressively more independent in their learning. Core knowledge and understanding is acquired through a wide range of teaching methods including lectures, seminars, tutorials, laboratory based practical work, online tasks, group work and guided independent study. State-of-the-art laboratories, a sports hall and specialist IT facilities are provided by the School of Sport and Exercise Science and the wider university.

Assessment methods, marking criteria and deadlines are specified in advance and supported by formal feedforward sessions. A range of assessment methods are adopted throughout the programme including, examinations, multiple choice exams, individual and group coursework, presentations, reflective assessments, laboratory reports, vivas, practical skill evaluations and research projects.

Student employability is central to the structural framework and programme design. The 'Professional Practice' modules at Level 4 and Level 5 were designed to address the core aspects of LJMU's Student Employability, Enterprise & Employment Strategy, while also developing programme specific skills and practices. These are both part-assessed by a portfolio to allow for a diverse range of assessment covering employability and mind-set topics. These two modules also prepare students for the core 'Placement' module at Level 6.

In 2021, an 'inclusive curricula team' was formed and this working group successfully secured internal funding to enable student interns to lead an audit of our programmes in relation to decolonising the curriculum, with the support of our academic team. We recognise that a colonial curriculum is an inaccurate curriculum, characterized by an unrepresentative, inaccessible, and privileged nature. Decolonising the curriculum is about being more accurate, more inclusive, and more interculturally responsive. Equity, diversity and inclusion (EDI) is an increasingly important focus for our School (the school also have AthenaSWAN bronze status). We recognize that to truly embed EDI into the fabric of what we do, we need to focus our curricula. The curricula are, truly, the heart of our School and involves everyone; all our staff and students. As a project team, we agreed very quickly that this needs to be considered in three ways- i) what we teach, ii) how we teach and iii) how we assess. This process has both provided broader insights into issues around equality, diversity and inclusion within the curricula, both in relation to content and inclusive delivery. Outcomes from this have informed programme development and have led to the creation of a programme-level learning outcome. Furthermore, module teams have audited module content on EDI topics to ensure appropriate coverage of this theme including: (1) a diverse curricula, (2) representation, (3) critical thinking, (4) discussing perspectives, (5) historical context, (6) bias in real world outcomes, (7) active learning, (8) EDI assessment. Ultimately, this has resulted in diversification of our module/programme design, delivery, and assessments.

Research activity and research informed teaching is a significant strength within the School. The School was named the 12th best department, 2nd in the UK and the 9th best in Europe in the Academic Ranking of World Universities (ARWU) 2020 for the Sports Sciences subject area, highlighting the School's global research influence. Such level of research has had a big impact on the curriculum design and delivery. Most of the modules on the programme are based on areas of considerable research excellence within the School, for example cardiovascular physiology, clinical biomechanics, exercise metabolism, motor behaviour.

Development and assessment of authentic skills has underpinned assessment development. Whilst this is not always possible for all assessments, assessments are context specific and develop relevant experiences and skills that students are likely to encounter in employment. Examples include podcasts, infographics, consultancy reports, video-logs.

Programme structure - programme rules and modules

All modules at Level 4, 5 and 6 are core to ensure appropriate outcomes in relation to the BASES undergraduate endorsement scheme. There are four main discipline strands on the programme : Physiology, Biomechanics, Psychology and Physical Activity and Health. These themes are supported by a Professional Practice strand which culminates in a placement, and a Research Methods strand which culminates in a research project.

Study Abroad

Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available:

Option A: replacement of 60 credits of Level 5 with appropriate study abroad. The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5017SPS) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: additional study year abroad following Level 5 The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module (5014SPS). The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Sandwich Year

The placement year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme and take the module 5113SPFOOT (Sandwich Year-Science and Football). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Students who joined the programme prior to September 2022 will follow the previously validated version of this programme.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6091SPS Major Project (40 credits) 6301SPS Football Technology and Innovation (20 credits) 6302SPS Physical Performance in Football (20 credits) 6303SPS Applied Psychology of Football (20 credits) 6304SPS Applied Placement in Science and Football (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5091SPS Research Methods 2 (20 credits) 5092SPS Exercise Physiology 2 (20 credits) 5093SPS Sport and Performance Psychology (20 credits) 5103SPS Biomechanics (20 credits) 5301SPS Professional Practice in Science and Football 2 (20 credits) 5302SPS Football Tactics and Match Analysis (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4091SPS Research Methods 1 (20 credits) 4092SPS Exercise Physiology 1 (20 credits) 4093SPS Psychosocial Principles of		120 core credits at level 4 0 option credits at level 4

Sport and Exercise (20 credits) 4094SPS Human Movement (20 credits) 4301SPS Professional Practice in Science and Football 1 (20 credits) 4303SPS Talent Identification and Development in Football (20 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

The School provides a world class research informed curriculum alongside a structured and focused approach to employability that ensures the programme remains at the forefront of Sports Science degree provision in the UK.

Preparation for work related learning is developed in the first two years primarily through the Professional Practice modules where self-awareness, mind-set and skill development are all taught. The formal work-related learning opportunity comes in the Level 6 Placement module where students can source an external placement opportunity in an area of their interest. All these modules have been benchmarked against the LJMU Employability Strategy to ensure graduates develop the relevant knowledge and skills.

The placement is supported by an academic supervisor at LJMU as well as a placement supervisor in the workplace. Outcomes and the nature of the assessment are agreed upon with the student and placement provider to ensure a realistic and relevant experience. There is close liaison between the programme team and the Faculty Placement Learning Support Unit (PLSU). The PLSU play a key role in supporting the sourcing, quality assurance and communication with placement providers for both the Level 6 Placement and the optional Sandwich year.

The Sandwich Year is an optional year-long, credit bearing work-based learning experience. This takes place in the third year of the programme and is based on a pass/fail assessment submitted at the end of the placement. For sandwich year placements, students primarily self-source opportunities. All placements are quality assured by Academics and PLSU based on the Placement Learning Code of Practice (PLCoP) processes.

Criteria for admission

A/AS Level

112 UCAS points. At least one Sport or Science subject. PE, Psychology and Maths included as Science.

BTEC National Diploma

An appropriate National Diploma achieved with DDM in a science-related subject.

AVCE

Double Award 112 UCAS tariff points in a related subject. AVCE Single Award is accepted if gained in addition to A2

Irish Leaving Certificate

112 UCAS tariff points, three of which must be at Higher Level.

Scottish Higher

112 UCAS tariff points, two of which must be at Advanced Higher Level.

International Baccalaureate

26 minimum. Offers may be grade specific. A specific science grade may be required.

Access

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language, Mathematics and Science GCSE or an approved alternative qualification. Access Courses - A pass in a relevant science-related access course.

Other

Applications should normally include GCSE (or equivalent) passes at grade C and above or 4 + on new GCSE structure in English Language, Maths and Science (Chemistry, Biology, Physics or science equivalent).
Approved alternative qualifications: Key Skills Level 2 in English/ Maths; NVQ Level 2 Functional skills in Maths and English; Writing and or Reading Skills for Life Level 2 in Numeracy/English; Higher Diploma in Maths/ English; Functional skills level 2 in Maths/ English; Northern Ireland Essential Skills Level 2 in Communication or

Application of Number; Wales Essential Skills Level 2 in Communication or Application of Number; Welsh GCSE in Maths or Welsh GCSE in Maths Numeracy.

Mature entry

Enquires are encouraged from students without formal academic qualifications or from non-traditional academic backgrounds who can demonstrate motivation and potential to complete their chosen programme of study.

Mature students are encouraged to apply early in order that proper consideration and academic guidance can be given. Mature applicants are invited for interview, and acceptance onto the programme may be based on the interview and/or submission of written work or its equivalent.

Overseas qualifications

For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirements. International applicants must possess a minimum IELTS (or equivalent) score of 6.0.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which

external examiners have experience

- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme 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, teaching, learning and assessment methods of each module can be found in module and programme guides.