PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Sport Nutrition

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	SPN1
JACS Code	
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	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (October 2019). Events, Hospitality, Leisure, Sport and Tourism (November 2019).
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Sport Nutrition Bachelor of Science with Honours (SW) in Sport Nutrition Diploma of Higher Education in Sport Nutrition Diploma in Higher Education (SW) in Sport Nutrition Certificate of Higher Education in Sport Nutrition
Programme Leader	Lucinda Richardson

Educational aims of the programme

Provide an honours-level multidisciplinary study across sport, nutrition and social sciences 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 nutrition and sport.

Develop graduates with intellectual, transferable, scientific and practical skills to make improvements to professional practice through nutrition, exercise and sport.

Provide the students with employability skills and work-related learning opportunities, which enable them to apply their skills in the context of the world of work.

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

Prepare students for a career and/or further academic study within the nutrition, sport, health or community sectors.

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

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

Explain the basic biological basis of food and nutrition science.

Apply scientific knowledge of nutrition and nutritional requirements at an introductory level.

Describe the physical and chemical properties of food.

Explain the basic social and behavioural aspects related to food and nutrition.

Describe how nutrition relates to issues of health.

Undertake basic methods of measurement relevant to biochemistry, anthropometry and nutrition.

Identify human responses to sport and exercise.

Identify basic sport nutrition interventions in a limited context.

Use basic techniques and procedures, appropriate to sport nutrition, to monitor sport performance.

Describe qualitative and quantitative research approaches.

Recognise questions and basic problems in relation to sport nutrition.

Communicate information in nutrition at a basic level.

Recognise some moral, ethical and codes of practice relevant to sport nutrition.

Undertake safe basic practice with good character.

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

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

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

Critically reflect on practice as part of an extended work-based learning experience.

Apply theoretical concepts to professional practice in a work-based learning environment.

Evaluate the role of professional conduct, safety and good character as part of an extended work placement.

Discuss the strategy, structure and operations within a professional organisation.

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

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

Explain biological basis of food and nutrition science in relation to processing, storage, synthesis and metabolism.

Apply scientific knowledge of nutrition and nutritional requirements to different contexts.

Describe the physical and chemical properties of food and its development.

Explain the concept of food chain in relation to factors such as food choice, dietary intake, food quality, safety, sustainability and the environment.

Explain the social and behavioural basis of food and nutrition in relation to different stages of the life course.

Apply an understanding of nutrition and the implications of imbalance to the context of health, disease and wellbeing.

Undertake appropriate methods of measurement to monitor biochemistry and anthropometry, analyse food and assess nutritional intake and diet.

Monitor and explain human responses to sport and exercise.

Evaluate sport nutrition interventions in a range of context using underpinning research.

Use techniques and procedures, appropriate to sport nutrition, to monitor, analyse, diagnose and enhance sport performance.

Explain qualitative and quantitative research approaches and methods as applied to the field of sport nutrition.

Use concepts, literature and data to develop basic questions and problems in relation to sport nutrition.

Communicate information, ideas, problems and solutions in nutrition.

Recognise moral, ethical and codes of practice relevant to sport nutrition.

Undertake safe practice with good character.

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

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. Systematically explain biological basis of food and nutrition science in relation to processing, storage, synthesis and metabolism.

2. Apply scientific knowledge of nutrition and nutritional requirements at a human molecular, system and population level.

3. Investigate and describe the physical and chemical properties of food and its development.

4. Evaluate the concept of food chain in relation to factors such as food choice, dietary intake, food quality, safety, sustainability and the environment.

5. Explain the social and behavioural basis of food and nutrition in relation to different stages of the life course.

6. Apply an understanding of nutrition and the implications of imbalance to the context of health, disease and wellbeing of individuals, groups and populations.

7. Undertake appropriate methods of measurement to monitor biochemistry and anthropometry, analyse food and assess nutritional intake and diet.

8. Monitor, evaluate and explain human responses to sport and exercise.

9. Design and evaluate sport nutrition interventions in a range of context using underpinning research.

10. Use techniques and procedures, appropriate to sport nutrition, to monitor, analyse, diagnose and enhance sport performance.

11. Evaluate qualitative and quantitative research approaches and methods as applied to the field of sport nutrition.

12. Plan, conduct and report on investigations relevant to the field of sport nutrition.

13. Evaluate concepts, literature and data to develop questions and solve problems in relation to sport nutrition.

14. Communicate information, ideas, problems and solutions in nutrition to both specialist and non-specialist audiences.

15. Recognise and respond to moral, ethical and codes of practice relevant to sport nutrition.

16. Undertake safe and effective practice with good character that is appropriate for a professional/employment context.

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

Alternative target awards

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

Bachelor of Science with Honours (SW) in Sport Nutrition -

Critically reflect on practice as part of an extended work-based learning experience.

Apply theoretical concepts to professional practice in a work-based learning environment.

Evaluate the role of professional conduct, safety and good character as part of an extended work placement.

Discuss the strategy, structure and operations within a professional organisation.

Teaching, Learning and Assessment

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

Teaching and assessment on the programme is underpinned by the use of a set of educational practices that have been shown to have most impact on student learning. This includes active learning strategies, use of formative feedback, collaborative learning, research-based teaching and use of authentic tasks. Such practices are weaved into the various teaching methods including lectures, workshops, seminars and online activities. Certain aspects are foregrounded at different points throughout the programme. For example, at Level 4 collaborative learning and formative feedback are a focus to help with transition into the programme.

Research informed teaching on the programme is extremely strong. A range of staff research outputs and live projects/applied work have supported the development of the curriculum and teaching on the programme. There are clear links between staff research activity and specific modules, particularly the current and contemporary issues modules at Level 6 that draw on expert statements, systematic reviews and empirical papers that staff have published.

Assessment on the programme is through a range of different methods including portfolios, reports/essays, examinations, presentations, laboratory reports, position statements and a dissertation. These have been mapped to ensure that there is progression in terms of both the subject content and also the form of assessment. Therefore, feedback on a particular assessment will help students to develop their skills in order to

enhance their work for a similar type of assessment in a subsequent module. Within the assessment methods identified a range of novel and authentic strategies are used by including case studies, live briefs and empirical data collection.

Programme structure - programme rules and modules

The programme is offered as a three-year (360 credit) or four-year (with sandwich-year) (480 credit) full-time course. All modules are core to ensure appropriate outcomes in relation to the Association for Nutrition (AfN) competencies. There are four strands on the programme to structure the content into cognate areas: Professional Practice and Research; Principles of Nutrition; Biochemistry and Physiology and Sport Nutrition.

There is the opportunity of study abroad at Level 5, either for a semester or full year (latter not available to students undertaking a Sandwich Year). A 60 credit (5011SPS) or 120 credit (5010SPS) study abroad module will replace the semester or Level 5 modules on the standard programme. The study abroad will cover the same programme learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance.

The optional sandwich-year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme. The programme will offer an extended period of work experience (5008SPS Sandwich year module) at an approved partner that will complement their programme of study at LJMU. The Level 5 mean for the final award mark will be calculated upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6002SPS Nutrition Through the Lifecycle (Special Populations) (20 credits) 6003SPS Molecular Nutrition (20 credits) 6004SPS Sport Supplements and Contemporary Issues (20 credits) 6006SPS Applied Placement in Nutrition or Sport Nutrition (20 credits) 6100SPOSCI MAJOR PROJECT (40 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5001SPS Professional Practice 2 (20 credits) 5003SPS Food Chain and Sustainability (20 credits) 5004SPS Food Technology and Development (20 credits) 5005SPS Eating Behaviour for Sport and Health (20 credits) 5104SPOSCI RESEARCH METHODS 2 (20 credits) 5105SPOSCI PHYSIOLOGICAL RESPONSES TO EXERCISE TRAINING (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001SPS Professional Practice 1 (20 credits) 4003SPS Principles of Human Nutrition (20 credits) 4004SPS Biochemistry and Metabolism (20 credits) 4006SPS Performance Nutrition (20 credits) 4104SPOSCI RESEARCH METHODS 1 (20 credits)		120 core credits at level 4 0 option credits at level 4

4105SPOSCI PHYSIOLOGICAL RESPONSES TO ACUTE EXERCISE (20 credits)		

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)

There is a strong work-related/work-based learning strand on the programme to support the development of employability skills and understanding of professional conduct in the area of nutrition and sport nutrition. There are professional skills modules at Level 4 and 5, which culminate in an applied, work-based learning placement at Level 6. As the module is mandatory, every effort is made by the university to source opportunities. Self-sourcing is also considered, however, these placement must be quality assured. Placements are advertised to students on the VLE using Fact Files. During placement, students will have a named University Placement Tutor (UPT) to support learning and assessment on the module. In addition, there is the option of a sandwich year following Level 5 of the programme, which offers the opportunity to undertake a year-long placement as part of the programme.

There is a significant level of support for these activities from the Faculty Placement Learning Support Unit (PLSU) and Careers Team throughout the programme. At Level 4 the PLSU host sessions to discuss the sandwich year option and outline the general support provided by the Unit. At Level 5, they re-engage students with the option of the sandwich year and introduce the work placement. At Level 6, they release the Fact Files of placement opportunities and support allocation through formal student submissions (CV and cover letter). The support from the Careers Team is based on the Future Focus training package that includes CVs, mock interviews and employability skill development.

Criteria for admission

A/AS Level
120 UCAS tariff points from at least two A Levels with one science-related subject.

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

AVCE
Double Award 120 UCAS tariff points in a science-related subject.

AVCE Single Award is accepted if gained in addition to A2s.

Irish Leaving Certificate
120 UCAS tariff points, three of which must be at Higher Level.

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

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.