

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours (Fnd) in Sport and Exercise Science

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	S002
<b>JACS Code</b>	C600
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Hospitality, Leisure, Sport and Tourism (HLST) (2008)
<b>Programme accredited by</b>	The British Association of Sport and Exercise Sciences
<b>Description of accreditation</b>	<a href="http://www.bases.org.uk/Courses/6495">http://www.bases.org.uk/Courses/6495</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours (Fnd) in Sport and Exercise Science  Diploma of Higher Education (Fnd) in Sport and Exercise Science  Certificate of Higher Education (Fnd) in Sport and Exercise Science
<b>Programme Leader</b>	Mark Robinson

### Educational aims of the programme

To provide an honours level, multi-disciplinary, scientific degree in Sport and Exercise Science which integrates theoretical and practical knowledge relevant to employment opportunities.

To develop graduates with intellectual, transferable, scientific and practical skills to make improvements to professional practice, health through exercise and sports performance.

To provide the students with work-related learning opportunities which enable them to apply their skills in the context of the world of work.

To encourage students to engage with the development of employability skills by completing a self-awareness statement

To enable students to pursue their interest and fulfil their potential with respect to their study of sport and exercise science.

To prepare students for employment in a wide variety of sport and exercise related fields and more general graduate employment.

To equip students for postgraduate study and/or research in the field of sport and exercise science.

#### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)**

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

Define and describe the foundational concepts underpinning Sport and Exercise Science. Outline and describe and key foundational skills underpinning Sport and Exercise Science. Identify the foundational components of Sport and Exercise Science methodology and research.

#### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

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

Explain and evaluate the principle concepts and theories within Sport and Exercise Science. Analyze and apply

the skills central to Sport and Exercise Science work. Evaluate and utilize the advanced components of Sport and Exercise Science methodology and research.

## **Target award Learning Outcomes - Bachelor of Science with Honours (Fnd)**

*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. Effectively use knowledge and understanding of biomechanics in a sport and exercise science context
2. Effectively use knowledge and understanding of physiology in a sport and exercise science context
3. Effectively use knowledge and understanding of psychology in a sport and exercise science context
4. Effectively use knowledge and understanding of physical activity, sedentary behaviour and health in a sport and exercise science context
5. Synthesise knowledge and understanding in a multi-disciplinary sport and exercise science context
6. Critically appreciate of the relationships between sport and exercise activity and intervention in a variety of participant groups
7. Effectively use knowledge and understanding of health and safety, ethics, exercise prescription, government policy, which underpin best practise in a sport and exercise context.
8. Research, challenge and critically evaluate data, facts, theories and concepts regarding sport and exercise
9. Formulate and test hypotheses
10. Conduct research and problem-solving using the appropriate methods of acquiring, interpreting and analysing information appropriate to the study of sport and exercise
11. Monitor, analyse, diagnose and prescribe action to enhance sports performance and health through exercise
12. Evidence the skills required to monitor and evaluate responses to intervention, sports performance and exercise in laboratories and/or professional settings
13. Critically assess information and data from a variety of sources and discern and establish connections
14. Plan, design, monitor and execute practical activities using appropriate techniques and procedures
15. Assess the reliability and validity of measurements used in sport and exercise science
16. Undertake qualitative and quantitative research with due regard for safety, ethics, informed consent and risk assessment
17. Plan, design, execute and communicate a sustained piece of independent intellectual work using practical skills when required
18. Write and communicate orally effectively
19. Use IT software proficiently
20. Manage time and work to deadlines
21. Collaborate and work in a team
22. Solve problems
23. Reflect on personal development and professional practice
24. Plan and manage learning

## **Teaching, Learning and Assessment**

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

All programmes are 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 learning and specialist IT facilities are provided by the School of Sport and Exercise Science and the Research Institute for Sport and Exercise Science (RISES).

Assessment methods and marking criteria and deadlines are specified in advance in each module guide. 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.

Intellectual skills are promoted, practised and developed through more active learning processes and a wide range of teaching methods including assignments of projects, group-learning activities such as lectures, seminars, tutorials, and guided independent study. Practical and project work is designed to permit students to demonstrate achievement of all the learning outcomes in this category.

Intellectual skills are assessed and the mode of assessment is specified for each learning outcome in the curriculum map. A range of assessment methods are adopted throughout the programme including, examinations, multiple choice exams, individual and group coursework, presentations, reflective assessments, laboratory reports, practical skill evaluations and research projects. Independent project work or research dissertations are used to demonstrate the capability in a range of intellectual skills.

Practical skills are developed in a co-ordinated and progressive manner throughout the three levels of the programme. Consequently, students are encouraged to develop their practical skills progressively and are gradually given more practical and independent applied tasks. In the lower levels, attention is focused on the acquisition and application of basic practical skills, while at the higher level more advanced techniques, procedures and instrumentation are utilised.

Subject practical skills are assessed through a range of assessment methods are adopted throughout the programme including laboratory and professional reports, presentations and demonstrations of practical skills.

Transferable skills are generally developed throughout the activities undertaken in the curriculum and are related to relevant assessments as appropriate. Written communication skills are developed and assessed through essays, reports and dissertations; oral communication skills are developed and assessed through presentations; team-working skills are developed and assessed through collaborative work. Problem solving, reflection, time and learning management are implicit to varying degrees throughout all assessments.

Transferable skills are assessed using a range of assessment methods throughout the programme including, examinations, multiple choice exams, individual and group coursework, presentations, reflective assessments, laboratory reports, practical skill evaluations and research projects.

## Programme structure - programme rules and modules

The programme is offered as a four year full-time course. Students take six core modules at level 3, 4 and level 5 to have a broad multi-disciplinary foundational experience of Sport & Exercise Science. Students will be offered the opportunity of study abroad at Level 5.

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 480 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5108SPOSCI 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 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module 5107SPOSCI. 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.

Specialisation occurs at level 6, where students are able to tailor their knowledge towards two designated disciplines from four with the disciplines globally following a 'physiology', 'biomechanics', 'psychology' or 'physical activity, sedentary behaviour and health theme'. Alternatively students may choose an Applied Placement module instead of a semester 2 discipline module.

Specifically at level 6.

In semester 1 students will choose to study 2 from 4 disciplines, from either:

Discipline a - Phys. Act.) CURRENT ISSUES IN PHYSICAL ACTIVITY, SEDENTARY BEHAVIOUR, HEALTH MEASUREMENT AND RESEARCH

Discipline b Psyc.) APPLIED MOTOR BEHAVIOUR

Discipline c Biomec.) SPORTS BIOMECHANICS

Discipline d Phys.) CARDIOVASCULAR AND ENVIRONMENTAL PHYSIOLOGY

The choice of semester 1 disciplines therefore affects semester 2 modules in the following way:

Choosing discipline a) means PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR INTERVENTIONS IN PRACTICE is studied

Choosing discipline b) means PSYCHOLOGY AND DEVELOPMENT ISSUES IN SPORT is studied

Choosing discipline c) means CLINICAL BIOMECHANICS is studied

Choosing discipline d) means SKELETAL MUSCLE PHYSIOLOGY, METABOLISM AND NUTRITION is studied

In semester 2, students may choose to study the APPLIED PLACEMENT module instead of one of their semester 2 discipline modules.

Level 6	Potential Awards on completion	Bachelor of Science with Honours (Fnd)
Core	Option	Award Requirements
6100SPOSCI MAJOR PROJECT (40 credits)	6101SPOSCI CURRENT ISSUES IN PHYSICAL ACTIVITY, SEDENTARY BEHAVIOUR, HEALTH MEASUREMENT AND RESEARCH (20 credits) 6102SPOSCI SPORTS BIOMECHANICS (20 credits) 6103SPOSCI APPLIED MOTOR BEHAVIOUR (20 credits) 6104SPOSCI CARDIOVASCULAR AND ENVIRONMENTAL PHYSIOLOGY (20 credits) 6105SPOSCI PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR INTERVENTIONS IN PRACTICE (20 credits) 6106SPOSCI CLINICAL BIOMECHANICS (20 credits) 6107SPOSCI PSYCHOLOGY AND DEVELOPMENT ISSUES IN SPORT (20 credits) 6108SPOSCI SKELETAL MUSCLE PHYSIOLOGY, METABOLISM AND NUTRITION (20 credits) 6109SPOSCI APPLIED PLACEMENT (20 credits)	40 core credits at level 6 80 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5101SPOSCI APPLIED SPORT AND EXERCISE PRINCIPLES (20 credits) 5102SPOSCI PSYCHOLOGICAL PRINCIPLES (20 credits) 5103SPOSCI BIOMECHANICAL PRINCIPLES (20 credits) 5104SPOSCI RESEARCH METHODS 2 (20 credits) 5105SPOSCI PHYSIOLOGICAL RESPONSES TO EXERCISE TRAINING (20 credits) 5106SPOSCI PHYSICAL ACTIVITY, SEDENTARY BEHAVIOUR AND HEALTH PRINCIPLES (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4101SPOSCI RESEARCH SKILLS (20 credits) 4102SPOSCI PSYCHOLOGICAL FOUNDATIONS (20 credits) 4103SPOSCI BIOMECHANICAL FOUNDATIONS (20 credits) 4104SPOSCI RESEARCH METHODS 1 (20 credits) 4105SPOSCI PHYSIOLOGICAL RESPONSES TO ACUTE EXERCISE (20 credits) 4106SPOSCI PHYSICAL ACTIVITY,		120 core credits at level 4 0 option credits at level 4

SEDDENTARY BEHAVIOUR AND HEALTH FOUNDATIONS (20 credits)		
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3409FNDSCI BUILDING BLOCKS OF LIFE (20 credits) 3412FNDSCI HUMAN ANATOMY AND PHYSIOLOGY (20 credits) 3413FNDSCI SKILLS AND PERSPECTIVES IN SCIENCE 1 (20 credits) 3414FNDSCI HEALTHY HUMANS (20 credits) 3415FNDSCI SKILLS AND PERSPECTIVES IN SCIENCE 2 (20 credits) 3416FNDSCI HUMANS AND THEIR ENVIRONMENT (20 credits)		120 core credits at level 3 0 option credits at level 3

## 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 recognises that employment experience can be a differentiating factor in a graduate's curriculum vitae. In this regard, work related learning is offered at level six of the programme. The School's network of placement providers can provide students real benefits and experiences above and beyond the academic qualification gained.

Placements have included sports science athlete support (e.g. fitness, diet, nutritional, psychological, lifestyle), professional elite sports clubs, local primary and secondary schools, physiotherapy and local/national sports development organisations.

To ensure students are sufficiently prepared for the work place the programme incorporates a series of progressive multi-disciplinary applied modules that focus upon transferable skill development, key theoretical content, practical and applied knowledge and skills. These modules also enable a progressive framework for reflection and personal development planning (employability perspective) to be developed. Overall 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 Sport & Exercise Science degree provision in the UK.

## Criteria for admission

### A/AS Level

Entry requirements are currently:

88 UCAS points for A level applicants with at least a C in one science based subject (PE and Maths included as Science.)

### BTEC National Diploma

BTEC Extended Diploma: DDD Sport and/or Science Related

### Irish Leaving Certificate

Acceptable on its own and combined with other qualifications

88 UCAS points from a minimum of 5 subjects

### International Baccalaureate

Acceptable on its own and combined with other qualifications

88 UCAS points from IB Diploma components

### Access

Acceptable on its own and combined with other qualifications

Access programme must have been taken be in a relevant subject area, minimum of 24 Distinctions and 12 Merits required

#### **Other**

Applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or

- 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 prior to starting the programme

## **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](http://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.*