



**Course Handbook**  
**BSc (Hons) Sport & Exercise Science**  
**2020/21**  
**Course Leader: Dr David Fewtrell**  
**School of Sport & Health Sciences**



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

I would like to welcome you to the Team of Sport, Nutrition and Clinical Sciences, part of the School of Sport and Health Sciences. More significantly, welcome to the BSc (Hons) Sport & Exercise Science degree.

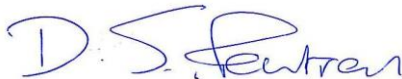
This course brings together the three distinct disciplines of Sport & Exercise Physiology, Sport & Exercise Psychology, and Sports Biomechanics. In addition, we have further sub-disciplines of Performance Nutrition and Performance Analysis which help to further develop areas of specialisms you may wish to study. We hope that you'll enjoy your studies. We want this to be a positive learning experience for you. There will be some hard work, but we hope that you'll find it interesting and challenging and that you'll have the chance to enjoy yourself along the way.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. This handbook should be used alongside other university guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible. From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help. Simply go to the Course Administrative Services Hub in Greenbank Building Room 171 where one of our administrators will assist, or see your Course Leader or Academic Advisor.

The School is very proud of its BSc (Hons) Sport & Exercise Science course and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.



Dr. David Fewtrell

Course Leader

BSc (Hons) Sport & Exercise Science

Telephone: 01772 893329 Room: Darwin204 Email: [DJFewtrell@uclan.ac.uk](mailto:DJFewtrell@uclan.ac.uk)

## 1.1 Rationale, aims and learning outcomes of the course

Sport & Exercise Science has emerged as an academic area with a developing body of knowledge that encompasses the parent disciplines of Physiology, Psychology and Biomechanics, along with additional sub-disciplines of Nutrition and Performance Analysis. This programme adopts a multi-disciplinary approach with the aim of producing knowledgeable and skilful graduates in the field of Sport & Exercise Science.

The curriculum emphasises the development of skills and knowledge that will help further academic and vocational training and in subsequent employment. Students will extend their knowledge and skills in a range of activities through integrated practical experiences. A research project in the final year allows students to integrate their knowledge and skills in an area of specific interest.

### Course Aims:

<ul style="list-style-type: none"><li>• To produce knowledgeable and skilful graduates in the field of Sport &amp; Exercise Science;</li></ul>
<ul style="list-style-type: none"><li>• To provide an up-to-date curriculum in Sport &amp; Exercise Science, through <b>Research Inspired Teaching</b>, that emphasises the development of skills and knowledge related to the empirical aspects of the discipline.</li></ul>
<ul style="list-style-type: none"><li>• To provide choice and flexibility in the curriculum while at the same time maintaining a sufficiently 'core' syllabus to ensure that all graduating students meet the subject benchmarks</li></ul>
<ul style="list-style-type: none"><li>• To foster the development of skills including critical thinking and independence of thought, which will be a help in further academic and vocational training and in subsequent employment, thereby developing the <b>Employability and Enterprise</b> of graduates</li></ul>
<ul style="list-style-type: none"><li>• To promote an ethos of self-development and reflection throughout the curriculum in order to foster greater personal awareness, confidence and skills necessary in the workplace</li></ul>
<ul style="list-style-type: none"><li>• To develop students' critical awareness of the key issues and trends within Sport &amp; Exercise Science including Internationalisation and Sustainability</li></ul>

### Course Learning Outcomes:

Learning outcomes represent the things that you should be able to do upon *successfully* completing this programme. They can be classified in the broad categories of knowledge and understanding, cognitive skills, subject specific skills and key skills/transferable skills. It is important to remember that in actual practice, more than one of these labels will probably apply to any particular task or assessment that you face.

#### A. Knowledge and Understanding

**At the end of the course the student graduate will be able to:**

- A1. Identify and explain the parent disciplines: biomechanics, physiology and psychology, in sport & exercise science
- A2. Recognise the need for a multi-disciplinary approach to study of sport & exercise science, drawing as appropriate from service, research and professional contexts
- A3. Explain sport & exercise science through both academic and professional practice within a framework of critical evaluation and synthesis
- A4. Select appropriate methods of acquiring, interpreting and analysing information appropriate to sport & exercise science

**B. Subject-specific skills**

**At the end of the course the student will be able to:**

- B1. Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures utilising high levels of relevant skills
- B2. Complete a sustained piece of independent intellectual work which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources
- B3. Undertake lab based or field based experimental work with continuous regard for ethics, safety and risk assessment
- B4. 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

**C. Thinking Skills**

**At the end of the course the student will be able to:**

- C1. Research and assess theories, paradigms, concepts and data and apply such skills creatively in explaining and solving familiar and unfamiliar problems
- C2. Critically assess and evaluate evidence
- C3. Describe, synthesise, interpret, analyse and evaluate information and data of an applied nature
- C4. Develop a reasoned argument and challenge assumptions

**D. Other skills relevant to employability and personal development**

**At the end of the course the student graduate will be able to:**

- D1. Produce documents in both digital and multi-media forms using literacy and communication skills in a range of contexts including verbal, auditory and performance

- D2. Critically analyse both qualitative and quantitative data using numeracy and IT skills
- D3. Recognise and respect the values of equality and diversity through effective independent and group based skills
- D4. Learn independently, adapting methods of learning to meet new demands with a proactive responsibility for their own learning through self-appraisal and reflecting on practice in academic and professional contexts











On successful completion of the course you will be awarded a BSc (Hons) degree in Sport & Exercise Science from the University of Central Lancashire. The course is part of the BASES (British Association of Sport & Exercise Sciences) Undergraduate Endorsement Scheme (BUES) which is a recognised standard for all Sport & Exercise Science undergraduate programmes. BASES has a rigorous assessment criteria which ensures only the highest calibre courses achieve the endorsement award. See [BASES](#) for more details.

**Employers** looking to acquire the best sport and exercise scientists know that graduates of BASES endorsed programmes have received an appropriate curriculum, resources and opportunities that undergraduate courses offer for training sport and exercise scientists.

Individuals who have a BUES endorsed undergraduate degree and who complete a relevant postgraduate degree will be considered as having the required level of underpinning technical knowledge and understanding for [BASES accreditation](#). BASES accreditation is awarded to those practitioners who are deemed by the Association to have the minimum knowledge, skills and understanding necessary to be safe and fit to practice as a sport and exercise scientist.

## 1.2 Course Team

### **Contact Details for key SNaCS staff teaching on the BSc (Hons) Sport & Exercise Science degree:**

<b>Dr. Stephanie Dillon, Academic Lead for SNaCS</b> <i>Steph leads the Nutrition &amp; Exercise Sciences degree</i>	Darwin Building 202  3516  <a href="mailto:sdillon@uclan.ac.uk">sdillon@uclan.ac.uk</a>
Dr. Stefan Birkett, Lecturer	Darwin Building 226  3325  <a href="mailto:sbirkett4@uclan.ac.uk">sbirkett4@uclan.ac.uk</a>
Dr Francesca Champ, Lecturer	Darwin Building 223  2927  <a href="mailto:fmchamp@uclan.ac.uk">fmchamp@uclan.ac.uk</a>
<b>Dr. David Fewtrell, Senior Lecturer (Course Leader)</b>	Darwin Building 204  3329  <a href="mailto:djfewtrell@uclan.ac.uk">djfewtrell@uclan.ac.uk</a>
<b>Dr. Robert Graydon, Lecturer</b>	Darwin Building 226  4576  <a href="mailto:rgraydon@uclan.ac.uk">rgraydon@uclan.ac.uk</a>

<b>Dr. Sarah Hobbs, Reader</b>	Darwin Building 201 ☎ 3328 📧 <a href="mailto:sjhobbs1@uclan.ac.uk">sjhobbs1@uclan.ac.uk</a>
<b>Dr. Howard Hurst, Senior Lecturer</b>	Darwin Building 223 ☎ 3911 📧 <a href="mailto:hhurst@uclan.ac.uk">hhurst@uclan.ac.uk</a>
<b>Dr Rob Allan, Lecturer</b>	Darwin Building 223 ☎ 4913 📧 <a href="mailto:rallan1@uclan.ac.uk">rallan1@uclan.ac.uk</a>
<b>April Melia, Lecturer</b>	Darwin Building 226 ☎ 2483 📧 <a href="mailto:aamelia@uclan.ac.uk">aamelia@uclan.ac.uk</a>
<b>Dr. Jonathan Sinclair, Senior Lecturer</b>	Darwin Building 217 ☎ 2796 📧 <a href="mailto:jksinclair@uclan.ac.uk">jksinclair@uclan.ac.uk</a>

Other members of staff also support us in the delivery of the course. Contact details for them will be provided in the Module Information Packs available on Blackboard.

### 1.3 Expertise of staff

All of the teaching team are highly qualified academics, each with years of experience of teaching and researching in the disciplines they specialise in. Staff have either already gained Doctorate level qualifications or are working towards these. As well as teaching the subject specific disciplines, a number of the course team are also active researchers who lead in their field. In addition, there is a large amount of cross discipline collaboration in both teaching and research which adds strength to the programme overall.

The academic profile of our course team (as well as other members of staff in the School of Sport & Health Sciences) can be found at:

<http://www.uclan.ac.uk/schools/sport-wellbeing/staff.php>

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.5 Administration details

Course Admin Services provides academic administration support for students and staff and are located in the following hub which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Greenbank Building**

Sport and Health Sciences

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

**Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

**Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

**Foster Building**

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

**Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

**Brook Building**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)





## 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. In addition, look out for Notifications and Announcements made on Blackboard for each module you are studying. This will be essential if you are to keep up to date and be sure not to miss deadlines etc. Other information will be available for you on your School Blackboard site: you will find this in School of Sport & Health Sciences Student Office which you will find under My Organisations.

Staff will endeavour to respond to your email queries in a timely manner (usually within 72 hours) and will also have office hours published (both online and outside their office) when you can book one to one meeting with them.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via the course Blackboard page. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The new External Examiner for Sport & Exercise Science is Dr. Elizabeth Board who is a Senior Lecturer in Sport & Exercise Sciences at The University of Sunderland. You can access the previous External Examiners report for last year on the Blackboard space for the School of Sport & Wellbeing.



## 2. Structure of the course

### 2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided. Each of the levels of the course consists of a number of modules. All of these modules are full modules and have a credit rating of 20 or 40. You must note the teaching sessions associated with these modules. The teaching session for some modules is Semester 1 while the teaching session for others is Semester 2. Some modules are taught across both Semesters 1 and 2 and are referred to as 'year-long' modules. You must ensure that you **register for 120 credits** each year if you are a full-time student.

The course is taught as a three year programme (four years for those students entering on the Foundation Entry route) on a full time basis, however there is an option to take a 'Sandwich' year between 2<sup>nd</sup> and 3<sup>rd</sup> year to take on a placement or Internship etc. which will increase the number of years to four. The course is also available to study on a part-time basis, usually lasting between 4 and 7 years.

Compulsory Modules:

You will automatically be registered for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

Optional Modules:

In addition to the compulsory modules, you have the opportunity to select optional modules from Year 2 onwards. You must adhere to the rules surrounding the selection of optional modules at each level.

Please note that not all Option modules may run in any one year and will definitely not run if undersubscribed. You will be notified in advance if this is the case.

To register for modules or make changes to module registrations, you should fill in a **Module Change Form**. This must be signed by you and your Course Leader and submitted to the School office by the deadline indicated on the form.

**It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan. It is your responsibility to ensure that all details are correct and up-to-date!**

## Course structure BSc (Hons) Sport & Exercise Science

### Foundation Entry\*

XSC102 Fundamentals of Sport, Exercise & Nutritional Sciences	TLC125 Essential Study Skills for Lifelong Learning	PUC103 Physical Activity And Health Promotion	PUC104 Foundations in Sport and Exercise Injury Management
Year long	Year long	Year Long	Year Long
Compulsory	Compulsory	Compulsory	Compulsory
60 credits	20 credits	20 credits	20 credits

\* Successful completion of Foundation Entry will entitle you to automatically progress onto Stage 1 of the degree programme

### Year One\*

XS1100 Introduction to Biomechanics in Sport	XS1902 Principles of Physiology & Scientific Enquiry	XS1205 Planning and Instructing Exercise for Health & Fitness	XS1003 Introduction to Psychology in Sport & Exercise	XS1078 Functional Anatomy
Year long	Year long	Year Long	Year Long	Sem 1
Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
20 credits	40 credits	20 credits	20 credits	20 credits

\*Successful completion of Stage 1 (year 1) will provide you with 120 Credits towards your target award.

### Year Two\* (see Section 2.2 for details of optional modules available)

XS2100 Sport Biomechanics	XS2902 Applied Physiology & Scientific Enquiry	XS2003 Sport & Exercise Psychology	Option	Option
Year Long	Year long	Year Long		
Compulsory	Compulsory	Compulsory	Optional	Optional
20 credits	40 credits	20 credits	20 credits	20 credits

\*Successful completion of Stage 2 (year 2) will provide you with 240 Credits towards your target award.

**Year Three\* (see Section 2.2 for details of optional modules available)**

XS3900 Research Project or TL3172 Consultancy Project	Option	Option	Option	Option
Year Long				
Compulsory	Optional	Optional	Optional	Optional
40 credits	20 credits	20 credits	20 credits	20 credits

\*Successful completion of Stage 2 (year 3) will provide you with 360 Credits and allow you to achieve your target award of a BSc (Hons) degree in Sport & Exercise Science.

**2.2 Module Registration Options**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

*Year two Optional Modules*

Module Code	Module	Duration	Module Size	Credit Rating
TL2026	Applied Performance Analysis	Year	1	20
XS2004	Professional Work Experience 1	Sem 1 or 2	1	20
XS2206	Advanced Principles of Exercise & Training	Year	1	20
XS2601	Performance Nutrition	Year	1	20
XS2031	Common Sports Injury & Injury Prevention	Sem 2	1	20

More detail for the above modules is provided in the Year 2 folder on the Sport & Exercise Science Blackboard space.

*Year three Optional Modules*

Module Code	Module	Duration	Module Size	Credit Rating
XS3100	Applied Biomechanics	Year Long	1	20
XS3101	Biomechanics of Posture and Injury in Sport	Year Long	1	20
XS3200	Exercise Referral	Year Long	1	20

XS3103	Training Prescription for the Elite Athlete	Year Long	1	20
TL3147	Applied Performance Analysis for High Performance Sport	Year Long	1	20
XS3005	Professional Work Experience 2	Sem 1 or 2	1	20
XS3004	Theory & Practice in Sport Psychology	Sem 2	1	20
XS3003	Psychology of Diet & Exercise	Sem 1	1	20

More detail for the above modules is provided in the [Year 3 folder](#) on the Sport & Exercise Science Blackboard space.

Students wishing to undertake optional modules offered outside of the lists above may take advantage of a range of 'free-choice electives' offered each year, subject to timetabling compatibility with compulsory modules. Please see [Electives Catalogue](#)



### 2.3 Course requirements

In order to be awarded a BSc (Hons) Sport & Exercise Science degree students must complete 360 credits including a minimum of 220 at Level 5 and above (Year 2 and 3) and 100 at Level 6 (Year 3 only).

### 2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### 2.4 Study Time

#### 2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

#### 2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**.

The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week.

### 2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: [Greenbankabsence@uclan.ac.uk](mailto:Greenbankabsence@uclan.ac.uk)

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your course leader and school office. You can check your own attendance record via myUCLan.

If you are an international student there are additional attendance responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. The team are research-active and you are encouraged to read the mini biographies on the School web page and check out information about their publications. Just [Click Here](#).

### 3.2 Learning and teaching methods

The Division's strategy in all of its courses is to promote deep and active learning and to achieve an appropriate balance between the accumulation of subject specific knowledge, the understanding of subject-specific concepts, the application of these, and the development of general skills. The overall strategy is for the development of transferable skills to be encouraged within all modules, with increased emphasis on independent and group work as you progress from Level 4 to Level 6. Personal Development Planning (PDP) and employability is encouraged through many modules and the personal tutor system, together with specific sessions related to career planning.

You will be encouraged to learn using a range of teaching methods to accommodate the range of preferred learning styles of the students.

- Lectures are used to introduce you to new areas, define the scope of topics, communicate information, and explain concepts.
- Tutorials are used to develop skills or encourage learning through the application of the concepts covered in lectures.
- Seminars are used to develop communication skills, literature searching, and analysis and evaluation.

- Practical sessions are employed in all courses to provide demonstrations of theory and practice and to develop practical skills.
- Group exercises are effective in developing a range of skills, including communication and working with others.
- Problem-based learning is being used in an increasing number of modules to promote your active participation in determining what you need to learn.
- The final-year project, undertaken by all students, is a substantial piece of work that encourages independence and self-management.

Our electronic learning environment, Blackboard, is being used on all modules to provide a framework for the organisation of module materials, and to support your learning. In a number of modules, the use of Blackboard is more advanced in delivering structured learning and both formative and summative assessments. In line with the School's ethos of developing you as an independent learner, at Level 4 practical sessions tend to be completely directed, whilst at Level 5, and particularly at Level 6, practical exercises frequently extend over several weeks (mini-projects) and are more open-ended to allow the development of independence, group working and problem solving skills.

You will have an IT induction session during your first week. Learning and Information Services (LIS) offer a range of IT based sessions/tutorials for you to further develop these skills, and the Library Helpdesk is able to offer personal support to resolve IT-related problems. Basic IT skills (word-processing, use of email, use of library databases and simple statistical analysis) are developed during Level 4 modules. From Level 4 all reports are expected to be submitted in a word-processed form. You then further develop IT skills at Level 5 as described below. The School subscribes to a number of electronic journals, textbooks and on-line services, and you are encouraged to utilise these as part of your studies. Students are encouraged to use IT in a variety of ways including email communication and the accessing of important materials on the School's web site or Blackboard.

How does the work change across the years?

By the end of Level 4 you will have developed an understanding of the key concepts relevant to your programme, and have started to develop a wide range of relevant graduate skills such as oral and written communication, problem solving, data analysis and presentation. To achieve this, factual information is delivered through lectures, and the provision of lectures and support material in electronic form via eLearn. Learning and writing skills are reinforced through the use of regularly set 'short-notes' assignments; these are focused on the subject matter of the relevant modules, and provide an opportunity for staff to give specific feedback on writing skills. The skills modules also focus on the development of teamwork, planning, understanding accuracy and variability, and the generation of scientific hypotheses. All students are able to word-process, use e-mail, and access the University network, as demonstrated by coursework. Effective time-management is encouraged through tutorial exercises.

Modules at Level 5 and 6 are still delivered by a mixture of teaching methods, but with an increased emphasis on input from the student. Class sessions are used more widely for problem-solving and group work. A range of other skills are developed, e.g. oral skills through

discussions and oral presentations. Modules use teaching aids as deemed appropriate by the module teams. These may include videos, e.g. showing an experimental technique; software such as diet analysis and statistical packages; and printed material for problems, data manipulation and interpretation, case studies, etc.

Skills in carrying out practical work are fostered through laboratory classes with workbook or practical manuals, with safe working practices described. Mini-projects lasting several weeks help you learn how to design and organise project-type practical work, and to write laboratory reports and interpret other data. This approach is important in developing the skills necessary to undertake the final year project.

The Level 6 modules are designed to provide in-depth study in selected areas. By the end of the course it is expected that you will have developed the appropriate skills to undertake independent study; be able to demonstrate higher level cognitive skills such as evaluating information, and developing clear and consistent arguments; be able to plan, design and undertake investigative work; be able to work effectively as part of a group; to apply theory/knowledge to new situations; formulate and test hypotheses by designing experiments and applying practical techniques; analyse and evaluate data supported by logical and structured argument; and define and develop strategies for solving problems.

At each level you are expected to spend a significant amount of time in private study. At level 4 this is typically 15-20 hours per week, and reading is mainly of set texts. By levels 5 and 6 as class contact time is reduced, more private study time is expected, with reading of reviews and the primary literature, some being suggested and some found by you.

Communication is developed through discussions and presentations; numeracy and statistics via practical work; IT through coursework; and teamwork through class work in problem-based learning, tutorials, case studies, and problem-solving. Generally class sizes are smaller for Level 6 modules, providing the opportunity for more of a 'seminar' type of approach. There is an increasing expectation that material is prepared in advance of sessions for discussion/presentation, and that wider use is made of the primary literature. The final-year research project at Level 6 allows you to develop and demonstrate your self-organisation and planning.

### **3.3 Study skills**

In addition to the supported offered within modules on your programme of study, you are also able to obtain further additional assistance from university wide services.

Details can be found here

[Study Support](#) and more specifically from WISER [here](#).

'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"



"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The library opening times can be found [here](#).

#### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module specific reading/learning material will also be made available via Blackboard.

### 3.5 Personal development planning

The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of Personal Development Planning (PDP). PDP is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebble pad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, NHS, schools, health and fitness centres, the food industry and sport organisations. Students are well placed for career opportunities in many locations and can undertake periods of work as part of their study within organisations situated all around the world. You should also be aware that should you decide not to pursue a career not directly related to your degree subject you will still have developed the transferable skills needed to embark upon a wider range of career opportunities including retail management, the armed forces, and standard graduate training programmes. The graduate employment rate for the school is consistent with the university average and you will have plenty of opportunity to engage with all types of organisations during your period of study.

#### 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Printing and Printer Credit, UCLan Cards, the 'i' shop and Financial Support. Please remember you can also contact your course leader, academic advisor and the staff in your school office who can provide support and/or signpost you to the correct service.



##### 4.1 Academic Advisors

During the first week of a course, you will be assigned to one member of the academic staff to act as your academic advisor. The induction programme will indicate the time during the first week at which the first meeting with your academic advisor takes place.

You will normally see your academic advisor at least twice per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your academic advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

##### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service.

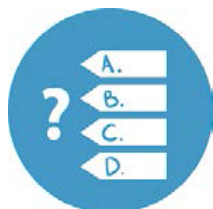
The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. There is a school lead for students with disabilities. An assistant in the Greenbank hub will be able to provide contact details for the school lead.

### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 5. Assessment



### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used may include:

- Formal essays and reports
- Laboratory reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolios
- Research and Consultancy-based projects
- Multiple choice questionnaires
- Short answer and essay-style seen and unseen exams

The course team have devised the assessment strategy with the needs of the course learning outcomes in mind. All undergraduate work is assessed against specific criteria that relate to a nationally set framework of what constitutes undergraduate level work. Module Information Packs will also include both generic and specific assessment criteria for each piece of assessment that will complement the overall criteria.

## 5.2 Notification of assignments and examination arrangements

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. In class tests will be identified in the module information pack and examinations scheduled during the formal exam weeks will be displayed on your timetable before the exam period. Lead lecture, seminar and practical sessions are designed to support both your assignment submission and any exams and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials. Module information packs will contain details on how and when you are to submit your assignments as well as providing marking criteria.

## 5.3 Referencing

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any **words** are being written from **the words of the author**, then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when **your words and ideas start and finish** and **where the words and ideas of others are included**.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout your degree, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

Referencing within assignments can take many different forms. The Harvard or APA style of referencing is the style that must be adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to directly or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be

found. Where the extract is longer than three lines of normal text, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others indirectly. In this case quotations marks are not used and the page number is omitted. When writing scientific reports or papers, essays it is common practice to reference indirectly and this is what will be expected many of your assignments.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference list will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list must be in alphabetical order.

The following are examples of how a reference list would appear.

#### References

Department of Health (1991) Dietary Reference Values for food energy and nutrients for the United Kingdom. Reports on Health and Social Subjects, 41. HMSO.

Eastwood, M. (2003) Principles of Human Nutrition, Chapter 5. 2nd Edition. Blackwell Publishing.

Gibney, MJ., et al. (2009) Introduction to Human Nutrition, Chapter 7. 2nd Edition. Wiley-Blackwell.

Ministry of Agriculture, Fisheries and Food (MAFF). (1999) Manual of Nutrition. Chapter 9. 10th Edition. The Stationary Office.

Whitehead, R.G. (1992) Dietary reference values, Proceedings of the Nutrition Society, 51, 29-34.

Further information regarding "How to Reference" can be found at [https://www.uclan.ac.uk/students/study/wiser/referencing\\_guides.php](https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php)

It is recommended that you visit this website.

#### **5.4 Confidential material**

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully

- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available [here](#).

If in doubt about any ethical issues related to their research students should consult their project supervisor for advice.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools will take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

In order to help understand plagiarism, collusion and how to avoid it with effective referencing and appropriate academic writing skills workshops will take place in research methods during the 1<sup>st</sup> year of the programme.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards

are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. In simple terms an undergraduate honours degree classification is based on the highest classification:



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Student feedback has made many differences to this course, examples include the introduction of nutritional science and physiology laboratory sessions at year 1, and the introduction of an optional gym instruction module at year 1.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

Moreover, there will be regular opportunities to provide feedback on a modular level. It is expected that you complete a Module Feedback Questionnaire after each module.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;

- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Course representatives are normally recruited through the Students Union. Schedules of SSLC meetings are then circulated to the representatives through the UCLan email.



**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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.

**Sources of information on the programme can be found in Section 17**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire, Preston University of Central Lancashire, Cyprus
<b>2. Teaching Institution(s)</b>	<b>University of Central Lancashire, Preston campus</b> <b>UCLAN Cyprus campus</b>
<b>3. University Department/Centre</b>	Sport & Health Sciences School of Sciences, Cyprus
<b>4. External Accreditation</b>	Cyprus Agency for Quality Assurance & Accreditation in HE (Cyprus only)
<b>5. Title of Final Award</b>	BSc (Hons) Sport & Exercise Science
<b>6. Modes of Attendance offered</b>	Full Time, Part time & Sandwich

<b>7. a UCAS Code</b>  <b>b JACS Codes</b>	C600  C600, C630
<b>8. Relevant Subject Benchmarking Group(s)</b>	Events, Hospitality, Leisure, Sport and Tourism, (S)  Biosciences (B), Psychology (P), Engineering (E).
<b>9. Other external influences</b>	BASES (BUES endorsement scheme) endorsed programme March 2016-March 2021
<b>10. Date of production/revision of this form</b>	June 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To produce knowledgeable and skilful graduates in the field of Sport and Exercise Science;</li> </ul>	
<ul style="list-style-type: none"> <li>• To provide an up-to-date curriculum in Sport and Exercise Science, through Research Inspired Teaching, that emphasises the development of skills and knowledge related to the empirical aspects of each of the disciplines.</li> </ul>	
<ul style="list-style-type: none"> <li>• To provide choice and flexibility in the curriculum while at the same time maintaining a sufficiently 'core' syllabus to ensure that all graduating students meet the subject benchmarks</li> </ul>	
<ul style="list-style-type: none"> <li>• To foster the development of skills including critical thinking and independence of thought, which will be a help in further academic and vocational training and in subsequent employment, thereby developing the Employability and Enterprise of graduates</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop students' critical awareness of the key issues and trends within Sport and Exercise Science including Internationalisation and Sustainability.</li> </ul>	
<ul style="list-style-type: none"> <li>• To promote an ethos of self development and reflection throughout the curriculum in order to foster greater personal awareness, confidence and skills necessary in the workplace</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<u><b>BSc (Hons) degree (Preston &amp; Cyprus):</b></u>  <b>At the end of the course the student will be able to:</b>	

- A1. Identify and explain the parent disciplines: biomechanics, physiology and psychology, in sport and exercise science (S,E,B,P)
- A2. Recognise the need for a multi-disciplinary approach to study of sport and exercise science, drawing as appropriate from service, research and professional contexts (S)
- A3. Explain sport and exercise science through both academic and professional practice within a framework of critical evaluation and synthesis (S)
- A4. Select appropriate methods of acquiring, interpreting and analysing information appropriate to sport & exercise science (S)

### **Teaching and Learning Methods**

Lectures, workshops, seminars, laboratory and field-based practicals, group and individual tutorials, problem solving exercises, placements and internships, independent study and research and technology enhanced learning.

### **Assessment methods**

Essays; reports of various types e.g. practical reports, summaries, data analysis; group and individual presentations and posters; end of module seen and unseen examinations. Group and individual live practical assessments. Formative assessment is a feature on numerous modules providing useful feedback and discussion to enhance learning and understanding.

### **B. Subject-specific skills**

#### **BSc (Hons) degree (Preston & Cyprus):**

#### **At the end of the course the student will be able to:**

- B1. Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures utilising high levels of relevant skills (S,E,B,P)
- B2. Complete a sustained piece of independent intellectual work which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources (S,E,B,P)
- B3. Undertake lab based or field based experimental work with continuous regard for ethics, safety and risk assessment (S,E,B,P)

B4. 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 (S)

### **Teaching and Learning Methods**

Practical work, including both independent and group work; discussions through seminars with tutors and other students. The implementation and administration of practical testing is a valued element of the programme.

### **Assessment methods**

Assessment of subject specific skills is undertaken both formatively and summatively through practical workshops, presentations and formal coursework and exams.

### **C. Thinking Skills**

#### **BSc (Hons) degree (Preston & Cyprus):**

**At the end of the course the student will be able to:**

- C1. Research and assess theories, paradigms, concepts and data and apply such skills creatively in explaining and solving familiar and unfamiliar problems (S,E,B,P)
- C2. Critically assess and evaluate evidence (S,E,B,P)
- C3. Describe, synthesise, interpret, analyse and evaluate information and data of an applied nature (S,E,B,P)
- C4. Develop a reasoned argument and challenge assumptions (S,E,B,P)

### **Teaching and Learning Methods**

Through small group seminars and workshops, students are encouraged to challenge and present alternative approaches to different sport and exercise science concepts. This is further developed by in-depth analysis and evaluation in a critical context.

## Assessment methods

Intellectual skill development is assessed through a variety of assessments, ranging from practical assessments to seen and unseen examinations. Successful completion of most coursework, particularly the research dissertation, and exams requires demonstration of analytical abilities.

## D. Other skills relevant to employability and personal development

### BSc (Hons) degree (Preston & Cyprus):

#### At the end of the course the student will be able to:

- D1. Produce documents in both digital and multi-media forms using literacy and communication skills in a range of contexts including verbal, auditory and performance(S,E,B,P)
- D2. Critically analyse both qualitative and quantitative data using Numeracy and IT skills (S,E,B,P)
- D3. r Recognise and respect the values of equality and diversity through effective independent and group based skills (S,E,B,P)
- D4. Learn independently, adapting methods of learning to meet new demands with a proactive responsibility for their own learning through self-appraisal and reflecting on practice in academic and professional contexts (S,E,B,P)

## Teaching and Learning Methods

Various forms of written report (see above) as coursework is generally required to be word processed; evidence of appropriate IT sources, including the World Wide Web, the use of databanks and suitable IT analytical packages; evidence of the use of the library and literature searching; communication skills in discussions and presentations; numeracy and statistics in association with practical work; teamwork through class work in tutorials, practicals and problem solving activities. Students are given guidance on the development of key skills via the personal tutor system, with a student record to collate evidence if required. Additionally, the development of such skills is embedded in the teaching, learning and assessment strategies of all modules on the programme.

## Assessment methods

Students will be able to demonstrate these skills through the submission of different types of assessment, including presentations, which involve different forms of communication and different work settings, reports, posters and examinations. Formative assessment will involve analysis of practical situations through applied interpretation.

13. Programme Structures (Preston)*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	XS3900	Research Project (Compulsory for Hons degree award)	40	<b>BSc (Hons) Sport and Exercise Science</b>  Requires 360 credits, including a minimum of 220 at Level 5 or above, and including 100 at Level 6.
		<b>or</b>		
	TL3172	Consultancy Project	40	
		<i>Remaining 80 credits from:</i>		
	TL3147	Applied Performance Analysis for High Performance Sport	20	<b>BSc Sport and Exercise Science</b>  Requires 320 credits including a minimum of 180 at Level 5 or above, and including 60 at Level 6 but not including XS3900 or TL3172.
	XS3100	Applied Biomechanics	20	
	XS3101	Biomechanics of Posture & Injury in Sport	20	
	XS3200	Exercise Referral	20	
	XS3103	Training Prescription for the Elite Athlete	20	
	XS3004	Theory & Practice in Sport Psychology	20	
	XS3003	Psychology of Diet & Exercise	20	
XS3005	Professional Work Experience 2	20		
TL3561	Internship (optional)	120 Notional		

<b>Level 5</b>	XS2902	Applied Physiology & Scientific Enquiry (Compulsory)	40	<b>Diploma of Higher Education in Sport and Exercise Science</b>  Requires 240 credits including a minimum of 100 at Level 5 that must include all compulsory modules.
	XS2100	Sport Biomechanics (Compulsory)	20	
	XS2003	Sport & Exercise Psychology (Compulsory)	20	
	<i>Remaining 40 credits from:</i>			
	XS2601	Performance Nutrition	20	
	XS2206	Advanced Principles of Exercise & Training	20	
	XS2031	Common Sports Injuries & Injury Prevention	20	
	TL2026	Applied Performance Analysis	20	
	XS2004	Professional Work Experience 1	20	
<b>Level 4</b>	XS1100	Introduction to Biomechanics in Sport (COMP)	20	<b>Certificate of Higher Education in Sport and Exercise Science</b>  Requires 120 credits at Level 4 or above.
	XS1902	Principles of Physiology & Scientific Enquiry (COMP)	40	
	XS1003	Introduction to Psychology in Sport & Exercise (COMP)	20	
	XS1205	Planning and Instructing Exercise for Health & Fitness (COMP)	20	
	XS1078	Functional Anatomy (COMP)	20	
Exceptionally, students may take up to one 20 credit option at Stage 2 (Level 5 or 6) provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.				



**Foundation Entry (Preston campus) only:**

Level	Module Code	Module Title	Credit rating	
Level 3	XSC102	Fundamentals of Sport, Exercise and Nutritional Sciences	60	Requires completion of 120 credits at Level 3.  Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades
	TLC125	Essential Study Skills for Lifelong Learning	20	
	PUC103	Physical activity and Health Promotion	20	
	PUC104	Foundations in Sports and Exercise Injury Management	20	

13. Programme Structures (Cyprus)*			14. Awards and Credits*
Module Code	Module Title	Credit rating UK/ECTS	
XS3900	<b>Research/Professional Development Strand: students can chose one of the following</b> Double Research Project (Comp)	40/20	BSc (Hons) Sport and Exercise Science Requires 480 credits (240 ECTS), of which a minimum of 120 (60 ECTS) must be at level 6, 220 (110 ECTS) must be at level 5 or above and 360 (180 ECTS) credits must be at level 4 or above.
	<b>OR</b> Consultancy Project (Comp)		
TL3172		40/20	

	<b>Plus 40 ECTS credits from the following:</b>		
XS3103	Training Prescription for the Elite Athlete	20/10	<b>BSc Sport and Exercise Science</b>  <b>Requires 320 credits (160 ECTS) including a minimum of 180 (90 ECTS) at Level 5 or above, and including 60 (30 ECTS) at Level 6 but not including XS3900 or TL3172.</b>
	Exercise Referral		
XS3200	Theory and Practice of Sport Psychology	20/10	
XS3004		20/10	
	Psychology of Diet and Exercise		
	Biomechanics of Posture & Injury		
XS3003	Professional Work Experience 2	20/10	
XS3101	Applied Principles & Techniques in Sports 2	20/10	
XS3005		20/10	
XS3006		20/10	
XS2902	Applied Physiology & Scientific Enquiry (Compulsory)	40/20	Diploma of Higher Education in Sport and Exercise Science requires 360 credits (180 ECTS) of which a minimum of 100 credits (50 ECTS) must be at Level 5 or above that must include all compulsory modules.
XS2100	Sport Biomechanics (Compulsory)	20/10	
XS2003	Sport & Exercise Psychology (Compulsory)	20/10	
	<b>Remaining 20 ECTS credits from:</b>		
	Performance Nutrition		
XS2601	Advanced Principles of Exercise & Training	20/10	
XS2206		20/10	
	Professional Work Experience 1		

XS2004	Common Sports Injuries & Injury Prevention	20/10	
XS2031	Applied Principles and Techniques in Sports 1	20/10	
XS2006	Outdoor Activities and Recreation	20/10	
XS2005		20/10	
Level 4 (Year 2)			
XS1100	Introduction to Biomechanics in Sport (COMP)	20/10	Certificate of Higher Education in Sport and Exercise Science Requires 240 credits (120 ECTS) at Level 4 or above.
XS1902	Principles of Physiology & Scientific Enquiry (COMP)	40/20	
XS1003	Introduction to Psychology in Sport & Exercise (COMP)	20/10	
XS1205	Planning and Instructing Exercise for Health & Fitness (COMP)	20/10	
XS1078	Functional Anatomy (COMP)	20/10	

Level 4 (Year 1)			
TLC123		20/10	
	Practical Sport, Exercise & Physical Activity (Comp)		
XS1159		20/10	Certificate of Achievement in Sport and Exercise Science requires 120 credits (60 ECTS) at Level 4
	The Basis of Human Movement (Comp)		
XS1004	Pedagogy and Sociology Issues in Physical Education (Comp)	20/10	
EF1705	English Language 1* (Comp)	20/10	
EF1706	English Language 2* (Comp)	20/10	
	<b>Optional Modules:</b>		
	Students Choose one of the options below to create an annual total of 60 ECTS credits		
	Academic Writing *		
EF1498	Academic Speaking	20/10	
EF1497	Introduction to Maths and Statistics	20/10	
MA1601		20/10	
	*Compulsory for students following the advanced entry route		

### 15. Personal Development Planning

A personal development planning programme (PDP) is based around compulsory modules and assessments rather than stand-alone modules. Students are introduced to the idea of PDP and career planning through sessions in induction week, invited talks from a careers advisor and meetings with their personal tutor.

Students are asked to reflect (and record their reflections) The students can request meetings with their personal tutors to discuss the reflection.

Students are advised to keep a progress file containing the reflections and examples of work. In the 3<sup>rd</sup> year, students are asked to supply to their personal tutor their best examples and reflections showing achievement in a list of skills. Any references are based on the information the student has provided plus module results.

## **16. Admissions criteria (Preston)**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade.

Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

### **Foundation entry (Preston campus) only:**

Admissions criteria: 80 Points at **A2** or one of the following

**BTEC Extended Diploma:** Merit, Pass, Pass

**BTEC Diploma:** Merit, Merit

**Pass Access Course** with 80 UCAS Points

**International Baccalaureate** 24P

In addition 5 GCSE's at Grade C including Maths and English or equivalent and **IELTS** 6.0 with no Component lower than 5.5 or equivalent.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport science, nutrition and exercise science, strength and conditioning and sports rehabilitation, but lack the requisite academic qualifications, are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited to interview.

Applicants who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Sport and Wellbeing will normally be accepted onto this programme.

Students with equivalent international overseas qualifications will also be considered.

**BSc (Hons) degree:**

Admissions criteria: 112 - 128 UCAS points at **A2**; or one of the following:

a **BTEC Extended Diploma**: Distinction, Merit, Merit - Distinction, Distinction, Merit profile

a **BTEC Diploma**: Distinction\* Distinction\*

**Pass access to HE** with 112 Points

**International Baccalaureate** 28 - 30P

In addition 5 GCSE's at Grade C including Maths and English or equivalent and **IELTS** 6.0 with no Component lower than 5.5 or equivalent.

Students without qualifications which are on this list may still qualify for entry. Mature students with relevant industrial experience, may qualify for entry. Applications from people with relevant work or life experience and/or non standard qualifications who can demonstrate the ability to cope with and benefit from degree-level studies are welcome.

Direct entry applicants at level 6 must possess a Foundation Degree in Sport & Exercise Science or related subject.

**16. Admissions criteria (Cyprus)**

•For entry to year 1 of the programme, the normal requirement is a score of 16.5 or above in the Apolytirion; or 200 A level points; or another international equivalent.

•For advanced entry into the programme, the minimum entry requirements would be one of the following: relevant Certificate of Higher Education, Foundation Certificate or equivalent from a recognised institution.

•Students with an Apolytirion score of 18.5/20 or above, or 300 A2 level points or equivalent and has an IELTS score of 6.0 or equivalent may apply for exemption from no more than 10% of the programme, equivalent to a maximum of 2 modules (40 UK credits/20 ECTS) out of their 24 module programme.

•Applicants without a grade C or above in GCSE English will have to show a good grasp of the English language and will require 5.0 IELTS (or equivalent) for entry into year 1 or 6.0 IELTS (or equivalent) for entry to year 2 of the degree.

•Applications from individuals with non-standard qualifications, relevant work or life experience, and from those who can demonstrate the ability to cope with, and benefit from, degree level studies are welcome to apply and will be considered on an individual basis

#### 17. Key sources of information about the programme (Preston)

- QAA website: <http://www.qaa.ac.uk/en>
- UCAS web site: <https://www.ucas.com/>
- BASES website: <http://www.bases.org.uk/>
- University sources – [http://www.uclan.ac.uk/courses/bsc\\_hons\\_sports\\_science.php](http://www.uclan.ac.uk/courses/bsc_hons_sports_science.php)

#### 17. Key sources of information about the programme (Cyprus)

- University sources -  
intranet.[uclan](http://www.uclan.ac.uk).ac.uk/ou/.../bsc\_hons\_**sport**\_and\_exercise\_**science**.docx
- <http://www.bases.org.uk> – course finder of the British Association of Sport and Exercise Sciences
- <http://www.uclancyprus.ac.cy/en/courses/school-sciences/undergrauate-courses/bs/>

### 18. Curriculum Skills Map (Preston)

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Level	Module Code	Module Title	Compulsory (COMP) or Option (O)	Knowledge & understanding				Subject-specific Skills				Thinking Skills				Skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	XS3900 TL3172	Research Project Or Consultancy Project	COMP	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TL3147	Applied Performance Analysis for High Performance Sport	O		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	XS3005	Professional Work Experience 2	O		✓	✓		✓			✓		✓		✓	✓	✓	✓	✓
	XS3100	Applied Sports Biomechanics	O	✓		✓	✓	✓			✓		✓	✓	✓		✓	✓	✓
	XS3101	Biomechanics of Posture & Injury in Sport	O	✓	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓	✓
	XS3200	Exercise Referral	O		✓	✓		✓			✓	✓	✓		✓	✓	✓	✓	✓
	XS3103	Training Prescription for the Elite Athlete	O	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	XS3004	Theory & Practice in Sport Psychology	O	✓		✓	✓					✓	✓	✓	✓	✓	✓		
	XS3003	Psychology of Diet & Exercise	O	✓	✓							✓	✓	✓	✓		✓		



### 18. Curriculum Skills Map (Preston)

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Level	Module Code	Module Title	Compulsory (COMP) or Option (O)	Knowledge & understanding				Subject-specific Skills				Thinking Skills				Skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 5	XS2100	Sport Biomechanics	COMP	✓			✓			✓		✓	✓	✓		✓	✓		
	XS2902	Applied Physiology & Scientific Enquiry	COMP	✓			✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	XS2003	Sport & Exercise Psychology	COMP	✓			✓			✓		✓	✓	✓		✓	✓	✓	
	XS2031	Common Sports Injuries & Injury Prevention	O		✓		✓				✓	✓	✓		✓			✓	✓
	XS2601	Performance Nutrition	O				✓	✓		✓		✓	✓	✓		✓	✓	✓	
	XS2206	Advanced Principles of Exercise & Training	O		✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	TL2026	Applied Performance Analysis	O		✓		✓	✓		✓		✓	✓	✓		✓	✓	✓	✓
	XS2004	Professional Work Experience 1	O		✓						✓		✓	✓		✓		✓	✓
LEVEL 4	XS1100	Introduction to Biomechanics in Sport	COMP							✓			✓				✓		
	XS1902	Principles of Physiology & Scientific Enquiry	COMP		✓		✓			✓	✓	✓		✓		✓	✓	✓	✓
	XS1003	Introduction to Psychology in Sport & Exercise	COMP				✓			✓		✓		✓		✓	✓	✓	
	XS1078	Functional Anatomy	COMP		✓						✓	✓		✓		✓	✓	✓	
	XS1205	Planning & Instructing Exercise for Health & Fitness	COMP		✓						✓	✓	✓		✓		✓	✓	✓

**18. Curriculum Skills Map (Preston FE programme only)**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge & understanding	Subject-specific Skills	Thinking Skills	Skills relevant to employability and personal development												
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
<b>LEVEL 3</b>	XSC102	Fundamentals of Sport, Exercise and Nutritional Sciences	COMP	✓	✓	✓					✓					✓		✓	✓
	TLC125	Essential Study Skills for Lifelong Learning	COMP				✓		✓							✓	✓	✓	✓
	PUC103	Physical activity and Health Promotion	COMP								✓					✓	✓	✓	✓
	PUC104	Foundations in Sports and Exercise Injury Management	COMP													✓	✓	✓	✓

**18. Curriculum Skills Map (Cyprus)**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	XS39000 rTL3172	Research project Consultancy project	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	XS3103	Training Prescription for the Elite Athlete	O	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	XS3101	Biomechanics of Posture & Injury	O	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓		
	XS3200	Exercise Referral	O		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	
	XS3004	Theory & Practice of Sport Psychology	O	✓		✓	✓				✓	✓	✓	✓	✓	✓			✓
	XS3003	Psychology of Diet & Exercise	O	✓	✓						✓	✓	✓	✓		✓			✓
	XS3005	Professional Work Experience 2	O		✓	✓		✓			✓	✓	✓		✓	✓	✓	✓	
	XS3006	Applied Principles & Techniques in Sports 2	O	✓	✓	✓		✓	✓	✓			✓	✓			✓	✓	✓
LEVEL 5	XS2902	Applied Physiology & Scientific Enquiry	COMP	✓			✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	XS2100	Sports Biomechanics	COMP	✓			✓			✓		✓	✓	✓		✓	✓		
	XS2003	Sports & Exercise Psychology	COMP	✓			✓			✓		✓	✓	✓		✓	✓	✓	
	XS2004	Professional Work Experience 1	O		✓						✓		✓	✓		✓		✓	✓
	XS2206	Advanced Principles of Exercise & Training	O		✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	XS2601	Performance Nutrition	O				✓	✓		✓		✓	✓	✓		✓	✓	✓	
	XS2005	Outdoor Activities and Recreation	O		✓			✓						✓				✓	✓

	XS2006	Applied Principles and Techniques in Sports 1	O		✓	✓		✓	✓				✓				✓	✓
LEVEL4 (Year 2)	XS1003	Introduction to Psychology in Sport & Exercise	COMP				✓			✓		✓		✓		✓	✓	✓
	XS1100	Introduction to Biomechanics in Sports	COMP							✓				✓		✓		
	XS1902	Principles of Physiology & Scientific Enquiry	COMP		✓		✓			✓	✓	✓		✓		✓	✓	✓
	XS1205	Planning & Instructing Exercise for Health & Fitness	COMP		✓						✓	✓	✓		✓		✓	✓
	XS1078	Functional Anatomy	COMP		✓					✓	✓	✓		✓		✓	✓	✓
LEVEL 4 (Year 1)	TLC123	Practical Sport, Exercise and Physical activity	COMP			✓				✓	✓			✓		✓	✓	✓
	XS1159	The basis of Human Movement	COMP	✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓
	EF1705	English Language I	COMP												✓	✓		
	EF1706	English Language II	COMP										✓		✓		✓	
	XS1004	Pedagogy and Sociology Issues in Physical Education	COMP	✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓
	EF1497	Academic Speaking	OPTION															
	EF1498	Academic Writing	OPTION		✓					✓	✓		✓	✓	✓	✓	✓	✓
	MA1601	Introduction to Mathematics and Statistics	OPTION							✓	✓		✓			✓	✓	

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Certificate of Achievement (Cyprus only)**

- A1. Identify the parent disciplines: biomechanics, physiology and psychology, in sport and exercise science (S,E,B,P)
- A2. Recognise a multi-disciplinary approach to study of sport and exercise science exists (S)
- A4. Recognise appropriate methods of acquiring, interpreting and analysing information appropriate to sport and exercise science (S)
- B3. Undertake lab based or field based experimental work with an awareness of ethics, safety and risk assessment (S,E,B,P)
- B4. Recognise moral, ethical, sustainability and safety issues relating to sport and exercise science (S)
- C1. Research theories, concepts and data and apply such skills in explaining problems (S,E,B,P)
- C3. Describe information and data of an applied nature (S,E,B,P)
  
- D1. Produce documents in both digital and multi-media forms (S,E,B,P)
- D2. Describe both qualitative and quantitative data (S,E,B,P)
- D3. Recognise and respect the values of equality and diversity (S,E,B,P)

### **Learning outcomes for the award of: Cert HE in Sport & Exercise Science**

- A1. Identify the parent disciplines: biomechanics, physiology and psychology, in sport and exercise science (S,E,B,P)
- A2. Recognise a multi-disciplinary approach to study of sport and exercise science exists (S)

- A4. Recognise appropriate methods of acquiring, interpreting and analysing information appropriate to sport and exercise science (S)
- B3. Undertake lab based or field based experimental work with an awareness of ethics, safety and risk assessment (S,E,B,P)
- B4. Recognise moral, ethical, sustainability and safety issues relating to sport and exercise science (S)
- C1. Research theories, concepts and data and apply such skills in explaining problems (S,E,B,P)
- C3. Describe, and analyse information and data of an applied nature (S,E,B,P)
- D1. Produce documents in both digital and multi-media forms (S,E,B,P)
- D2. Describe both qualitative and quantitative data (S,E,B,P)
- D3. Recognise and respect the values of equality and diversity (S,E,B,P)
- D4. Learn independently through self-appraisal and reflecting on practice (S,E,B,P)

#### **Learning outcomes for the award of: Dip HE in Sport & Exercise Science**

- A1. Identify and describe the parent disciplines: biomechanics, physiology and psychology, in sport and exercise science (S,E,B,P)
- A2. Recognise and describe the need for a multi-disciplinary approach to study of sport and exercise science, (S)
- A4. Consider appropriate methods of acquiring, interpreting and analysing information appropriate to sport and exercise science (S)
- B1. Plan, design, and execute practical activities using appropriate techniques and procedures (S,E,B,P)
- B3. Undertake lab based or field based experimental work with regard for ethics, safety and risk assessment (S,E,B,P)
- B4. Recognise and respond to moral, ethical, sustainability and safety issues which directly relate to sport and exercise science (S)
- C1. Research and assess theories, paradigms, concepts and data and apply such skills in explaining and solving familiar and unfamiliar problems (S,E,B,P)
- C2. Assess and evaluate evidence (S,E,B,P)
- C3. Describe, analyse and evaluate information and data of an applied nature (S,E,B,P)

- D1. Produce documents in both digital and multi-media forms using literacy and communication skills (S,E,B,P)
- D2. Describe and analyse both qualitative and quantitative data (S,E,B,P)
- D3. Recognise and respect the values of equality and diversity through independent and group based work (S,E,B,P)
- D4. Learn independently with a proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice (S,E,B,P)

### **Learning outcomes for the award of: Degree in Sport & Exercise Science**

- A1. Identify and explain the parent disciplines: biomechanics, physiology and psychology, in sport and exercise science (S,E,B,P)
- A2. Recognise the need for a multi-disciplinary approach to study of sport and exercise science, drawing as appropriate from service, research and professional contexts (S)
- A3. Explain sport and exercise science through both academic and professional practice within a framework of critical evaluation and synthesis (S)
- A4. Select appropriate methods of acquiring, interpreting and analysing information appropriate to sport & exercise science (S)
  
- B1. Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures utilising high levels of relevant skills (S,E,B,P)
- B3. Undertake lab based or field based experimental work with continuous regard for ethics, safety and risk assessment (S,E,B,P)
- B4. 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 (S)
  
- C1. Research and assess theories, paradigms, concepts and data and apply such skills creatively in explaining and solving familiar and unfamiliar problems (S,E,B,P)
- C2. Critically assess and evaluate evidence (S,E,B,P)
- C3. Describe, synthesise, interpret, analyse and evaluate information and data of an applied nature (S,E,B,P)
- C4. Develop a reasoned argument and challenge assumptions (S,E,B,P)

- D1. Produce documents in both digital and multi-media forms using literacy and communication skills in a range of contexts including verbal, auditory and performance(S,E,B,P)
- D2. Critically analyse both qualitative and quantitative data using Numeracy and IT skills (S,E,B,P)
- D3. r Recognise and respect the values of equality and diversity through effective independent and group based skills (S,E,B,P)
- D4. Learn independently, adapting methods of learning to meet new demands with a proactive responsibility for their own learning through self-appraisal and reflecting on practice in academic and professional contexts (S,E,B,P)