

## MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Practice in Sports Nutrition					
Module Code	UISV58-15-3		Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport Science		
Department	Sport		Module Type	Standard		
Contributes towards	BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2015 V2.0- 01 September 2018		Valid to	01 September 2024		
Initial CAP Approval Date	03 February 2015		Revised CVC Approval Date	V2.0- 02 May 2018		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>Critically reflect on personal strengths and weaknesses relating to professional skills and develop a career action plan based on needs and career ambitions. (A)</li> <li>Demonstrate the ability to communicate clearly and professionally in a variety of formats. (A, B)</li> <li>Critically review the structure and function of relevant support services in the UK and current developments within which they operate. (B)</li> <li>Critically evaluate the role and limitations of the nutritionist in dietary practice and care, taking into the SENr code of conduct and other relevant professional guidance. (B)</li> <li>Critically evaluate the role of the sport and exercise nutritionist as a member of sport and exercise science support team and recognise the potential challenges they may face. (B)</li> </ol>
Syllabus Outline	<p>The following topics will be considered in line with best practice in sports nutrition.</p> <ul style="list-style-type: none"> <li>Writing of application documents such as CVs and covering letters</li> <li>Interview preparation</li> <li>Identification of personal/ professional development aims and objectives</li> <li>Preparation of a Continuing Professional Development (CPD) plan</li> <li>Identification of specific training needs in transferable skills, knowledge and practical skills recording</li> <li>Monitoring of the aims and objectives defined in the CPD plan; codes of conduct, critical reflection, career planning and professional development</li> </ul>
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>Lectures, guided learning, seminars etc. 33</li> <li>Self directed learning 3</li> </ul>

	<ul style="list-style-type: none"> <li>Independent learning 114</li> </ul> <p>TOTAL 150</p>																																			
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading exercises will be introduced to guide the students through the core syllabus.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, practical classes and workshops (external visits)</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual learning environment (VLE):</b> this specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="475 920 1382 1301"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="587 1704 1278 1928"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>70%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>30%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	70%	Practical exam assessment percentage	30%		100%
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Reading Strategy	<p><b>Essential readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will</p>																																			

	<p>also reflect the range of reading to be carried out.</p> <p><b>Further readings</b>  Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature.</p> <p><b>Access and skills</b>  Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p>Books</p> <p>Amos, J-A. (Current Edition) <i>Be Prepared! Getting ready for job interviews</i>.Oxford: How to Books Ltd.</p> <p>Bolton, G. (Current Edition) <i>Reflective Practice: writing and professional development. Los Angeles, USA: Sage</i></p> <p>Burke, L., and Deakin, V. (Current Edition) <i>Clinical Sports Nutrition</i>. Australia: McGraw Hill Australia.</p> <p>Cottrell, S. (Current Edition) <i>Skills for Success: Personal Development and Employability</i>. Hampshire: Palgrave Macmillan.</p> <p>Fanthome C. (Current Edition) <i>Work Placements: A Survival Guide for Students</i>. Basingstoke: Palgrave McMillan.</p> <p>Gibbs, G. (Current Edition) <i>Learning by doing</i>. Oxford: Further Education Unit.</p> <p>Jasper, M. (Current Edition) <i>Professional development, reflection and decision making</i>. Oxford: Blackwell Publishing.</p> <p>Moon, J.A. (Current Edition) <i>Reflection in learning and professional development: theory and practice</i>. London: Kogan Page.</p> <p>Rolfe, G. Freshwater, D. Jasper, M. (Current Edition) <i>Critical Reflection for Nursing and the Helping Professions: a User's Guide</i>. Basingstoke: Palgrave McMillan.</p> <p>Walker, D. (Current Edition). <i>Reflection: Turning Experience into Learning</i>. London: Kogan Page.</p> <p>Websites</p> <p>British Association of Sport and Exercise Sciences (BASES)  <a href="http://www.bases.org.uk/">http://www.bases.org.uk/</a></p> <p>Sport and Exercise Nutrition Register <a href="http://www.senr.org.uk/">http://www.senr.org.uk/</a></p>

### Part 3: Assessment

Assessment of knowledge and understanding is through summative means in accordance with SENr competencies. The SENr requires students to understand and apply ethical responsibilities of professional practice, exercising a duty of care to clients. Sport and Exercise Nutritionists must work within the scope of their own practice. The written assessment will assess how well students are able to evaluate and reflect on the role and limitations of a sport and exercise nutritionist. The SENr also requires candidates to identify learning and development needs, plans, actions and outcomes and also identify areas for self-development. The oral presentation will demonstrate students' communicative abilities to identify their continuing professional development needs and how these needs can form the basis of a career plan.

Formative feedback and guidance will be gained as part of the module delivery, on the VLE, in tutorials and in class. Summative feedback can be gained on assignment scripts, on oral presentations and on the VLE.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Identify final assessment component and element	Written assignment	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>30%</b>	<b>70%</b>

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting
1. Oral presentation (15 minutes)	100%
Component B Description of each element	Element weighting
1. Written assignment (2000 words)	100%

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. Oral presentation (15 minutes)	100%
Component B Description of each element	Element weighting
1. Written assignment (2000 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.