



PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|--|--|-----------------------------------|--|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | Hartpury College | | |
| Delivery Location | Hartpury College | | |
| Study abroad / Exchange / Credit recognition | None | | |
| Faculty responsible for programme | Hartpury | | |
| Department responsible for programme | Sport | | |
| Modular Scheme Title | None | | |
| Professional Statutory or Regulatory Body Links | None | | |
| Highest Award Title | BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) | | |
| Default Award Title | None | | |
| Fall-back Award Title | None | | |
| Interim Award Titles | BSc Applied Sports Studies Diploma HE Applied Sports Studies Certificate HE Applied Sports Studies | | |
| UWE Progression Route | None | | |
| Mode(s) of Delivery | Full time/ Part time/ Sandwich year | | |
| Codes | UCAS: C613 ISIS2: C613 | JACS: C600 HESA: | |
| Relevant QAA Subject Benchmark Statements | Events, Hospitality, Leisure, Sport and Tourism | | |
| First CAP Approval Date | 03 February 2015 | Valid from | 01 September 2015 |
| Revision CVC Approval Date | V1.1- 07 July 2016 V3.0- 02 May 2018 | Revised with effect from | 01 September 2016 V3.0- 01 September 2018 |
| Review Date | 01 September 2024 | | |
| Version | 3.0 | | |

Part 2: Educational Aims of the Programme

The BSc (Hons) Sport and Exercise Nutrition will apply the science of nutrition to exercise and sport performance. It will examine the effects of diet and dietary components on athletic performance, and how exercise affects the metabolism of nutrients in the body as well as the body's requirements for nutrients. The BSc (Hons) Sport and Exercise Nutrition programme at Hartpury College is written in line with the scientific knowledge competences detailed in the Sport and Exercise Nutrition Register (SENr). The course will provide students with knowledge and understanding of the physiological, biochemical and nutritional responses to the physical activity and exercise involved in various forms of sport, and of the special circumstances that occur during training and competition. The course will also enable students to develop practical competences in preparation for a career in the sports nutrition industry.

The programme is designed to become more challenging across the 3 years. At HE level 1, students will be introduced to sports nutrition, exercise physiology and strength and conditioning. They are introduced to laboratory skills and practicals in order to prepare them for the applied study of exercise physiology and sports nutrition at HE levels 2 and 3. At HE level 2 the curriculum develops to deliver specialist modules in sports nutrition, exercise physiology, strength and conditioning and health science. Students will have a wide variety of learning opportunities including laboratory investigation into the human physiological and metabolic responses to exercise using a variety of equipment and dietary software. Students will discover the importance of sound research skills, data collection and analysis techniques. Throughout HE level 2 the emphasis will be on the development of a range of practical competences. These competences will then be employed at level HE level 3 with a focus on specialist interventions. The programme evolves to include an increasing level of depth and complexity, requiring synthesis and critical evaluation of material as students become more independent. Students will be expected to engage in, and contribute to, current debates within Sports Nutrition.

An optional sandwich year is available to students at the end of HE level 2. This placement will be organised by the student in consultation with the programme manager and guidance tutor and must be within an organisation that is relevant to the programme of study. Examples of work placement opportunities include commercial sport nutrition companies, local and national sports teams, academic institutions and fitness establishments.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

BSc (Hons) Sport and Exercise Nutrition graduates will understand processes and practices central to professions across sport and exercise nutrition including exercise physiology, strength conditioning and health science. Graduates will apply theoretical, practical and research-based knowledge and skills to meet the needs of athletes and employers whether at the level of basic health or high level sporting performance, as practitioners, educators, researchers and teachers. Graduates will have the skills to pursue further postgraduate training and a career in sport and exercise nutrition, leading towards Sport and Exercise Nutritionist accreditation. Graduates will be able to assist athletes in their pursuit of excellence.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

| Learning Outcomes: | Introduction to Functional Anatomy and Sports Biomechanics | Introduction to Exercise Physiology | Principles of Strength and Conditioning | Introduction to Sports Nutrition | Academic Skills for Sport | Introduction to Sports & Exercise Psychology | Skill Acquisition | Applied Strength and Conditioning | Exercise Physiology | Applied Skills for Sport and Exercise Nutritionists | Undergraduate Research Process | Health Related Exercise | Sports Psychology | New Venture Creation | Independent Report | Study Trip | Sandwich Year Work Placement | Undergraduate Dissertation | Applied Sport and Exercise Physiology | Sport Nutrition for Elite Athletes | Advanced Sports Nutrition | Professional Practice in Sports Nutrition | Special Populations | Sport Science for Coaches | Contemporary Practice in Sports Conditioning | Sport Psychology in Action |
|--|--|-------------------------------------|---|----------------------------------|---------------------------|--|-------------------|-----------------------------------|---------------------|---|--------------------------------|-------------------------|-------------------|----------------------|--------------------|------------|------------------------------|----------------------------|---------------------------------------|------------------------------------|---------------------------|---|---------------------|---------------------------|--|----------------------------|
| A) Knowledge and Understanding of: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. The theoretical basis underpinning sport and exercise including the disciplines of anatomy, exercise physiology, sports psychology, sport biomechanics, sports conditioning and health science. | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Understand the role nutrition has in promoting human health | | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | | | ✓ | | | |
| 3. Demonstrate an understanding of the basic and advanced concepts within sports nutrition including expected nutritional habits of athletes from a broad range of sports | | | | ✓ | | | | | | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ | | | | | | |
| 4. Know and understand the nature of different sports to ensure an interdisciplinary approach to sports nutrition support. | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| B) Intellectual Skills: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Critically evaluate research within sport, exercise, health and nutrition | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Synthesise a range of relevant information from appropriate sources to produce and support evidence-based arguments | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. Analyse and interpret results and disseminate subject-specific knowledge. | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|--|---|--|--|---|----------------------------------|---|--------------------------|--|----------------------------|--|---------------------------------------|--------------------------------|--------------------------|-----------------------------|---------------------------|-------------------|-------------------------------------|-----------------------------------|--|---|----------------------------------|--|----------------------------|----------------------------------|---|-----------------------------------|
| 4. Take a strategic, analytical and creative approach to problem solving using evidence based reasoning to make clear decisions when formulating advice about diets, nutrient intakes and nutritional status of athletes | | | | ✓ | | | | | | ✓ | | | | | | ✓ | | | | | | | | | ✓ | |
| 5. Be cognisant of a range of valid and reliable research methods appropriate to evidence based practice in sport and exercise nutrition | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 6. Critically self-reflect upon learning experiences and apply learned experience to guide continual professional development | | | | | | | | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| C) Subject /Professional / Practical Skills: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Plan, design and execute practical scientific activities using appropriate techniques and procedures. | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| 2. Use a range of tools to assess a client within a health, exercise and sports domain | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3. Interpret measures competently, and in the light of identified personal goals, to design accurate nutrition plans for individuals | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | |
| 4. Undertake practical work with due regard for health and safety, ethics related to Human Sport and Exercise Nutrition and the requirement for codes of practice | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| D) Transferable skills and other attributes: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Develop undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT platforms. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|---|--|-------------------------------------|---|----------------------------------|---------------------------|--|-------------------|-----------------------------------|---------------------|---|--------------------------------|-------------------------|-------------------|----------------------|--------------------|------------|------------------------------|----------------------------|---------------------------------------|------------------------------------|---------------------------|---|---------------------|---------------------------|--|----------------------------|
| 2. Engage in academic enquiry, advanced research skills and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3. Critical appraisal of current practice and research with the purpose of synthesising information from a range of sources. | | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4. Professional and graduate skills enhanced through industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE Bristol there is an expectation that all undergraduate programmes will meet the minimum expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Sport and Exercise Nutrition programme teaching is a mix of scheduled, independent and work based learning.

Scheduled Learning

Will include lectures, seminars, tutorials, project supervision, demonstration, practical classes/ workshops; external visits. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

May include 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.

Placement Learning

Students will have the opportunity to engage in a sandwich placement year between level two and three if they so wish and will be supported in identifying potential opportunities.

Virtual Learning Environment (VLE)

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 VLE.

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of the teaching resources provided for students

Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory and the training facilities (power gym, cardiovascular gym, tennis court) within the Hartpury Academy of Sport are fully utilised to support the teaching and learning experience. Students engage in laboratory sessions and work-related learning to encourage the contextualisation of learning to real-world sports nutrition practice. Students will use industry standard software within the bespoke Sport Nutrition modules.

Students with specific learning requirements will be supported through the HE Learning Support Service which works with the individual student to facilitate them accessing support through government schemes, provides them with study advice to maximise their chances of success and where necessary guides them through applying for alternative means of assessment.

Description of any Distinctive Features

The BSc (Hons) Sport and Exercise Nutrition programme will enable students to develop expert knowledge and practical skills. Students will have the opportunity to study with students from cognate programmes, as well as developing key practice-based skills in bespoke modules. The course is firmly rooted in practice. In the early stages of their studies (particularly at level 1) students will work in a closely supervised environment on the campus in small groups. Students will progress to working more autonomously (by level 3) in more challenging environments that may include practice experience away from the campus. Students will be exposed to the range of sports participants from high performance to recreational participants, in a range of sport and exercise disciplines. Students on the programme will benefit from having an Elite Sports Academy on site. Students could potentially work alongside the strength and conditioning coaches, sport psychologists, lifestyle support managers, sports therapists and sports masseurs in supporting the various sports teams which include rowing, modern pentathlon, football, netball, golf and rugby amongst others. Provision has also been made for students to be able to engage in an industry related, additional credit-bearing, sandwich year of placement. Students wishing to do this would complete it between HE levels 2 and 3. Students will be required to reflect on their practical experiences and take responsibility for their own learning. Students will have the opportunity to make links and network with relevant professional bodies and their representatives through continuing professional development activities that will be offered at Hartpury. It is important to highlight that the BSc (Hons) Sport and Exercise Nutrition is not yet accredited by the Sport and Exercise Nutrition Register (SENr), however the programme has been closely mapped to the SENr

framework. Graduates are able to join the SENr graduate register once they have completed a SENr accredited postgraduate course. It is hoped that the BSc (Hons) Sport and Exercise Nutrition will obtain SENr accreditation in the near future.

Part 5: Assessment

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Assessment is a key part of learning, not least because of the valuable feedback it provides for students and tutors. Students are assessed in a variety of ways, including practical assessments, coursework, written and practical examinations and oral presentations and the majority of modules have more than one point of assessment. Students develop and practice many transferable and specific skills for sport and exercise nutrition through assessed work. The Sports Nutrition specific modules are strongly focused on the practical skills required for Sports Nutrition accreditation.

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.

Approved variant to University [Academic Regulations and Procedures](#)

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including: written assignments, group and individual presentations, practical and written examinations, poster defences, laboratory reports and logbooks, reflective portfolios and dissertation). These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Sport and Exercise Nutrition and BSc (Hons) Sport and Exercise Nutrition (SW)

| | | Type of Assessment* | | | | | | | | | |
|-----------------------------------|--|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|----------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report/Project | Dissertation | Portfolio |
| Compulsory Modules Level 1 | Introduction to Functional Anatomy and Sports Biomechanics | | | | | | A (50) | | | | B (50) |
| | Introduction to Exercise Physiology | A (50) | | | | | | B (50) | | | |
| | Principles of Strength and Conditioning | A (50) | | | B (50) | | | | | | |
| | Introduction to Sports Nutrition | A (60) | | | | A (40) | | | | | |
| | Academic Skills for Sport | | | | | | A (25) | | A (75) | | |
| | Introduction to Sports and Exercise Psychology | A (50) | | | | | | B (50) | | | |
| | Skill Acquisition | | | | | | | | A (100) | | |
| Compulsory Modules Level 2 | Applied Strength and Conditioning | | | | A (60) | | | B (40) | | | |
| | Exercise Physiology | A (50) | | | | | | B (50) | | | |
| | Applied Skills for Sport and Exercise Nutritionists | | | | | A (100) | | | | | |
| | Undergraduate Research Process | | | | | | | A (100) | | | |
| | Health Related Exercise | A (50) | | | | | | | | | B (50) |
| | Sports Psychology | | | | | | | | | | A (100) |
| Optional Modules Level 2 | Study trip | | | | | | A (100) G | | | | |
| | New Venture Creation | | | | | | A (100) | | | | |
| | Independent Report | | A (25) | | | | | B (75) | | | |
| Optional Year | Sandwich Year Work Placement | | | | | | | | | | A (100) |

| | | Type of Assessment* | | | | | | | | | |
|-----------------------------------|--|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|----------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report/Project | Dissertation | Portfolio |
| Compulsory Modules Level 3 | Undergraduate Dissertation | | | | | | | | | | A (100) |
| | Applied Sport and Exercise Physiology | | | | | A (100) | | | | | |
| | Sports Nutrition for Elite Athletes | A (60) | | | | B (40) | | | | | |
| | Advanced Sports Nutrition | | | | | A (100) | | | | | |
| | Professional Practice in Sports Nutrition | | | | | | A (30) | B (70) | | | |
| Optional Modules Level 3 | Contemporary Practice in Sports Conditioning | | | | | | | | | | A (100) |
| | Special Populations | | A (100) | | | | | | | | |
| | Sport Science for Coaches | | A (100) | | | | | | | | |
| | Sport Psychology in Action | | | | | | | A (100) | | | |

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|-------------------|---------------|--|---|--|
| | Year 1 | Introduction to Functional Anatomy and Sports Biomechanics (UISXL8-30-1) Introduction to Exercise Physiology (UISXL7-15-1) Principles of Strength and Conditioning (UISXM3-15-1) Introduction to Sports Nutrition (UISV5A-15-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Sports and Exercise Psychology (UISXLE-15-1) Skill Acquisition (UISXM4-15-1) | | <u>Cert HE Applied Sports Studies</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. <u>DipHE Applied Sports Studies</u> Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above. <u>BSc Applied Sports Studies</u> Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above. |
| | Year 2 | Applied Strength and Conditioning (UISXSA-30-2) Exercise Physiology (UISXSB-15-2) Applied Skills for Sport and Exercise Nutritionists (UISV59-15-2) Undergraduate Research Process (UINXU5-15-2) Health Related Exercise (UISXS5-15-2) Sports Psychology (UISXRV-15-2) | Students are normally required to select 15 credits from the optional modules listed below: Study Trip (UISXS6-15-2) New Venture Creation (UISXTX-15-2) Independent Report (UINXRX-15-2) | TARGET AWARD <u>BSc (Hons) Sport and Exercise Nutrition</u> Credit requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules. |
| | Optional Year | Sandwich Year Work Placement (UINVK6-15-2) | | |
| | Year 3 | Undergraduate Dissertation (UINV3R-45-3) Applied Sport and Exercise Physiology (UISV3T-15-3) Sports Nutrition for Elite Athletes (UISV56-15-3) Advanced Sports Nutrition (UISV57-15-3) Professional Practice in Sports Nutrition (UISV58-15-3) | Students are normally required to select 15 credits from the optional modules listed below: Special Populations (UISV55-15-3) Sport Science for Coaches (UISV4B-15-3) Contemporary Practice in Sports Conditioning (UISV3W-15-3) Sport Psychology in Action (UISV4A-15-3) | TARGET AWARD <u>BSc (Hons) Sport and Exercise Nutrition (SW)</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules and the Sandwich Year Work Placement module. |
| GRADUATION | | | | |

Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2015/16 is 280 tariff points including an A2 in biological science / physical education.

Applicants will also be considered based on personal, professional and educational experience.

The Associate Faculty welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 or equivalent prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

Relevant subject benchmark statements (Hospitality, leisure, sport and tourism (2008))

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

University Strategies and Policies: The Academic Regulations and Procedures

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the University's framework of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

University of the West of England 2020 Strategy

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study;

Part 8: Reference Points and Benchmarks

ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Sport and Exercise Nutrition Register Accreditation Framework

The responsibility of the Sport and Exercise Nutrition Register (SENr) is to safeguard the role and identity of registered practitioners. This includes articulating knowledge competency standards for relevant educational programmes, producing guidance for education providers and monitoring standards. As part of this role, SENr re-launched its *Competency Framework for Graduate Registration in July 2013*. The HEI Accreditation process enables the SENr and the British Dietetic Association to engage with universities and raise the profile of the profession. It is important to highlight that the BSc (Hons) Sport and Exercise Nutrition is not yet accredited by the SENr, however the programme has been closely mapped to the SENr framework to ensure it equips its students to work to an industry standard.

Staff research projects:

The proposed modules for this programme are based on well-established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction and staff/student feedback:

Consultation has been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

- Employer interaction and feedback.
- Panel of Physical Education teachers and leaders were consulted throughout the development.
- Undergraduate Sports Staff Student Liaison Groups.
- Programme Development Team Meetings.

Part 8: Reference Points and Benchmarks

- Market Impact Assessment.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Feedback from a variety of stakeholders was sought. These included professionals and employers within the industry, academic leaders, current and past students. It was felt by all that the programme, its aims, the combination of modules, the different themes running through the levels of study and the assessment strategy were very relevant to the current needs of the industry and would provide the graduates with a realistic chance to gain employment.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).