LEEDS BECKETT UNIVERSITY

Course Specification

BSc. (Hons.) Sport and Exercise Science
2018-19 (SPEXS)

www.leedsbeckett.ac.uk
# Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Provide a brief description of the modification and where the Course Specification has been updated)</td>
<td>(Indicate the academic year of entry and course level(s) to which the modification will apply)</td>
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## Version Control

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<th>Version Control</th>
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<tbody>
<tr>
<td>Version number and date effective</td>
</tr>
<tr>
<td>For completion by Quality Assurance Services only:</td>
</tr>
<tr>
<td>Next Re-validation date</td>
</tr>
</tbody>
</table>
Target award, course title and programme code:
BSc. (Hons.) Sport and Exercise Science C600

Level of qualification:
Undergraduate

Course Rationale and Philosophy:
This is a multidisciplinary applied graduate programme that facilitates development of ‘complete’ sport and exercise scientists with graduate skills that equip our students for employment.

The BSc (Hons.) Sport and Exercise Science programme at Leeds Beckett University integrates academic learning, professional experience and applied practice into a curriculum that has its foundations in the four key disciplines of Sport and Exercise Science; Biomechanics, Nutrition, Physiology and Psychology. It is our belief that each of these four disciplines are in their own right fundamental to the complete study of how the human body responds to exercise. Therefore, students develop knowledge and understanding initially of each discipline, before they are encouraged to adopt a multidisciplinary appreciation of the interactions between the four disciplines and are provided the opportunity to select modules that have either an emphasis on sport performance or exercise and health. In addition, students are offered the choice of specialist modules that allow alignment to personal interests and future careers.

Sport and Exercise Science at Leeds Beckett University recognises the importance of several key professional frameworks. The course has been designed with these in mind and graduates of the programme will have an appreciation of the professional standards and codes of conduct set by industry governing organisations, in particular; British Association of Sport and Exercise Science (BASES), The British Psychological Society (BPS), The Sport and Exercise Nutrition Register (SENr), and United Kingdom Strength and Conditioning Association (UKSCA). The programme is designed to meet the endorsement requirements for the BASES Undergraduate Endorsement Scheme (BUES); once validated, the application for this endorsement will be submitted.

The BUES scheme requires that students have a minimum of 10% effort time across each of the core disciplines of Sport and Exercise Science (Biomechanics, Physiology and Psychology); 5% of effort time is required for each of research methods and interdisciplinary learning, and there must be at least 150 hours of laboratory time. In achieving these endorsement requirements, successful graduates from the programme will be deemed to have achieved two of the BASES Accreditation requirements: (1) knowledge and understanding; and (2) skills.

Whilst reading for the award, students will be eligible to be, and are encouraged to become, student members of BASES. This membership presents a number of professional practice, employability, research-based and networking opportunities. Upon successful completion of
the programme, students will then be eligible to become full professional members of BASES and will be able to enter further education and training, which will then allow them to continue their work towards becoming a BASES-Accredited Sport and Exercise Scientist.

The course design also appreciates and reflects the diversity of potential progression routes from an Undergraduate Sport and Exercise Science programme. As such, the strands within the degree afford students to progressively specialise within a given discipline to prepare them for postgraduate study. This is noteworthy given that many professional qualifications (e.g. Chartered Sport and Exercise Psychologist with the BPS; Registered Sport & Exercise Nutritionist with the SENr) that represent essential gateways to appealing career pathways require further qualifications at and beyond postgraduate level.

Overview and Aims:
The BSc (Hons.) Sport and Exercise Science programme is aimed at providing students with a desire to learn how people function in sport and exercise settings. The programme is designed to meet the requirements of the British Association of Sport and Exercise Sciences’ (BASES) criteria for endorsement (BUES). Students will study Biomechanics, Nutrition, Physiology and Psychology in the contexts of sport and exercise. The programme balances the development of evidence-based knowledge and practical skills with the aim of producing graduates who can contribute constructively in a range of contexts. In addition to developing skills and knowledge that are specific to Sport and Exercise Science, students are expected to gain skills desired by employers, particularly the ability to find and process information and to be able to communicate effectively in written and verbal formats. The opportunity to focus the degree to reflect personal and professional interests exists through core (i.e., Employability in Sport & Exercise Science) and optional (i.e., Real-world Applications in Sport & Exercise Science) modules in the second year, and elective modules in the final year of study. Through the latter, students can deepen their knowledge in the domains of Sport Performance and/or Exercise and Health.

The course is delivered by staff with a diverse range of practical, research, teaching and industry experience within the fields of sport performance, exercise and health, and physical activity. Our expertise includes: rugby science, stress in sport, extreme environments, biomechanics of gait, strength and conditioning, cardiac rehabilitation, doping in sport, obesity management, healthy ageing, bone health and exercise metabolism. Our current partners include; Leeds Rhinos, Yorkshire Carnegie Rugby, England Athletics, British Triathlon, Ministry of Defence, Leeds City Council, Leeds Heartwatch and MoreLife. Engagement with these partners further develops our deep appreciation of the employment roles and responsibilities of practitioners working in Sport and Exercise Science, and allows us to provide excellent employability development opportunities within the programme.

The overall aim of the programme is, through direct experience and critical appraisal of research, to develop knowledge, critical understanding and applied practical skills for each of the four key disciplines of Sport and Exercise Science. Students will explore the application of Sport and Exercise Science in the contexts of sports performance and exercise and health, and
have an appreciation of the multi-disciplinary nature of Sport and Exercise Science. In addition, the programme will equip students with employability skills and self-awareness to support their continuing personal and professional development.

**Course Learning Outcomes** (see Graduate Attributes Section for explanations of *bold, italics* and *underlining*)

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop knowledge and understanding of the multi-disciplinary basis of Sport and Exercise Science and be able to critically apply the scientific disciplines of Biomechanics, Nutrition, Physiology and Psychology.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Critically evaluate contemporary research</strong> in Biomechanics, Nutrition, Physiology and Psychology by successfully evaluating and reflecting on limitations of existing research.</td>
</tr>
<tr>
<td>3</td>
<td>Develop a set of advanced skills and understand the application of these skills commensurate with working as a professional in sport and exercise science, including the ability to operate specialist equipment and digital applications.</td>
</tr>
<tr>
<td>4</td>
<td>Understand and utilise a scientific process to question and problem solve issues relevant to experiences in sport and exercise.</td>
</tr>
<tr>
<td>5</td>
<td>Analyse empirical data and critically evaluate evidence to produce verifiable conclusions.</td>
</tr>
<tr>
<td>6</td>
<td>Develop a <em>set of professional skills necessary for making enterprising decisions in global and diverse employment settings</em> and to take responsibility for one’s own continuous professional development.</td>
</tr>
</tbody>
</table>

**Level Learning Outcomes**

<table>
<thead>
<tr>
<th>Level</th>
<th>No.</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>Demonstrate knowledge and understanding of the structure and function of the human body across the four key disciplines of Biomechanics, Nutrition, Physiology and Psychology.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Describe how key scientific principles can be applied to sport, exercise and human movement.</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Demonstrate ability to use appropriate measurement techniques and equipment when collecting data.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Demonstrate ability to analyse, interpret and evaluate simple data in an ethical, accurate and professional manner.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>Identify and describe relevant professional and ethical principles that underpin the role of the Sport and Exercise Scientist.</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Demonstrate evidence of personal responsibility for development and the attainment of key academic and transferable skills.</td>
</tr>
</tbody>
</table>
5 1 Demonstrate knowledge and comprehension of the four key disciplines of Biomechanics, Nutrition, Physiology and Psychology by explaining how the human body responds to varied interventions.

5 2 Select, evaluate and reflect upon different measurement techniques used during data collection relevant to Sport and Exercise Science.

5 3 Demonstrate ability to analyse, interpret and evaluate more complex data in an ethical, accurate and professional manner.

5 4 Evaluate evidence and peer-reviewed research related to Sport and Exercise Science.

5 5 Evaluate personal and transferable skills and attributes and plan personal/professional development activities against future career aspirations.

5 6 Demonstrate understanding of the research process by developing, justifying, and applying appropriate research approaches to address a research question relevant to Sport and Exercise Science.

6 1 Demonstrate a critical understanding of the multidisciplinarity of Sport and Exercise Science in respect to sport performance and/or exercise and health contexts.

6 2 Critically evaluate the requirements for sports performance and/or disease prevention and health promotion.

6 3 Critically evaluate and apply varied methods of assessing human performance in respect to optimising sport performance and/or exercise and health contexts.

6 4 Critically evaluate findings from experimental studies in respect to sport performance and/or exercise and health contexts.

6 5 Critically evaluate and prescribe suitable intervention strategies that improve sports performance and/or health.

6 6 Perform independent research into a relevant issue(s) in Sport and Exercise Science through completion of the final year project.

### Course Structure

**Level 4**

At level 4, students complete all 6 of the following core modules. Students will study one module in each of the four core disciplines of Sport and Exercise Science; Biomechanics, Nutrition, Physiology and Psychology. These modules will provide a foundation for further study of the disciplines by introducing key concepts, theories and topics. The Personal Professional and Academic Development module is designed to assist students in the transition into learners in Higher Education. This will be achieved by providing students with key academic skills such as writing, referencing, communication and research skills. Aligned to this module is the personal tutoring programme. The Sport
and Exercise Scientist in Action is a module that introduces students to the role of the Sport and Exercise Scientist, with an emphasis on what they DO and HOW they do it.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core (Y/N)</th>
<th>Semester 2</th>
<th>Core (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology of the Human Body</td>
<td>Y</td>
<td>Nutrition and Biochemistry for Sport and Exercise</td>
<td>Y</td>
</tr>
<tr>
<td>Human Behaviour in Sport and Exercise</td>
<td>Y</td>
<td>Biomechanical Principles of Human Movement</td>
<td>Y</td>
</tr>
<tr>
<td>Personal Professional and Academic Development</td>
<td>Y</td>
<td>The Sport and Exercise Scientist in Action</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Level 5**

At Level 5, students must complete two core modules, and at least three of the four discipline-specific modules. Once again, students will have the option to study one module in each of the four core disciplines of Sport and Exercise Science; Biomechanics, Nutrition, Physiology and Psychology. However, students will also be given the option to study a multidisciplinary module in place of one of the discipline-specific modules. Regardless of the choice taken by students, the modules at Level 5 will develop further knowledge and understanding, and prepare the students for advanced study of the disciplines in their final year. Students’ personal and professional development will be furthered in the Employability in Sport and Exercise Science module, where they will review current jobs within the field before planning their personal development towards their chosen career. Within this module students will have the opportunity to undertake a work placement or continuing professional development activities within their allotted development hours (120-hrs). The Research Methods for Sport and Exercise Science module builds on the fundamental research principles learnt at Level 4, and assists in preparing students for their Final Year Project at Level 6. They will demonstrate an understanding of the scientific approach to the research process, including data collection, analysis, presentation and interpretation so that they are better equipped to both undertake research and effectively utilise research of others.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core (Y/N)</th>
<th>Semester 2</th>
<th>Core (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Sport and Exercise</td>
<td>N</td>
<td>Physiological Responses to Exercise</td>
<td>N</td>
</tr>
<tr>
<td>Food and Nutrition for Health, Sport and Exercise</td>
<td>N</td>
<td>Biomechanical Determinants of Sports Performance</td>
<td>N</td>
</tr>
<tr>
<td>Real-world Applications in Sport &amp; Exercise Science</td>
<td>N</td>
<td>Real-world Applications in Sport &amp; Exercise Science</td>
<td>N</td>
</tr>
<tr>
<td>Research Methods for Sport and Exercise Science</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Employability in Sport and Exercise Science</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
</tbody>
</table>

NB – All option modules are indicative. It is proposed that Real-world Applications in Sport & Exercise Science will run in both semesters to ensure that all four discipline-specific modules are available as electives.
Level 6

At level 6, students must choose 4 modules as follows:

- 2 modules from the semester 1 options with each of these modules being from different disciplines (Physiology, Biomechanics, Psychology, Nutrition)
- 1 module from the semester 2 options
- 1 other module from either the semester 1 or semester 2 options

In semester 1, each discipline offers a module in both Sport Performance and Exercise and Health. This allows students to choose a specialist strand that aligns to their career aspirations or personal interests. It is required that students choose two disciplines to maintain a balanced Sport and Exercise Science programme. Students will be provided with a suite of modules in semester 2 including Performance in Extreme Environments, Scientific Principles of Strength and Conditioning Practice, Contemporary Health Issues & Physical Activity Rehabilitation, Obesity Management and Cardiac Rehabilitation allowing the students to gain a critical understanding of niche fields within the study of Sport and Exercise Science.

Students will further develop their critical application through their Final Year Project where they will be required to engage in a research project within Sport and Exercise Science under the supervision of an academic staff member. They will critically evaluate relevant literature to propose a piece of research and then conduct it in an ethical manner, presenting the results of their study in an accepted academic format.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core (Y/N)</th>
<th>Semester 2</th>
<th>Core (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Physiology of Sport Performance</td>
<td>N</td>
<td>Performance in Extreme Environments</td>
<td>N</td>
</tr>
<tr>
<td>Clinical Exercise Physiology</td>
<td>N</td>
<td>Scientific Principles of Strength and Conditioning Practice</td>
<td>N</td>
</tr>
<tr>
<td>Nutrition for the Prevention and Treatment of Disease</td>
<td>N</td>
<td>Obesity Management</td>
<td>N</td>
</tr>
<tr>
<td>Performance Nutrition</td>
<td>N</td>
<td>Cardiac Rehabilitation</td>
<td>N</td>
</tr>
<tr>
<td>Psychological Applications of Physical Activity and Health</td>
<td>N</td>
<td>Contemporary Health Issues and Physical Activity Rehabilitation</td>
<td>N</td>
</tr>
<tr>
<td>Applied Sport Psychology</td>
<td>N</td>
<td></td>
<td></td>
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<tr>
<td>Biomechanics of Health and Sports Injury</td>
<td>N</td>
<td></td>
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<tr>
<td>Neuromuscular Aspects of Skilled Performance</td>
<td>N</td>
<td></td>
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<tr>
<td>Final Year Project</td>
<td></td>
<td></td>
<td>Y</td>
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</table>
NB – All option modules are indicative.

**Contained awards available:**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Sport and Exercise Science</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>BSc</td>
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<tr>
<td>DipHE</td>
<td>5</td>
<td></td>
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<tr>
<td>CertHE</td>
<td>4</td>
<td></td>
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**Length of programme, FT/PT and mode of study:**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years)</th>
<th>FT/PT</th>
<th>Mode (campus based/DL or other)</th>
</tr>
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<tbody>
<tr>
<td>BSc (Hons. Sport and Exercise Science)</td>
<td>3</td>
<td>FT</td>
<td>Headingley Campus</td>
</tr>
<tr>
<td>BSc (Hons. Sport and Exercise Science)</td>
<td>6</td>
<td>PT</td>
<td>Headingley Campus</td>
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</table>

**Learning and Teaching**

**Learning and Teaching Approaches**
The learning and teaching on the BSc (Hons.) Sport and Exercise Science programme places the student at the centre of the experience by fostering an inclusive, supportive and caring environment. This is evidenced through the mapping of the relevant course development principles into the learning experience. Through a curriculum which is informed by research and professional practice, students will develop the required skills, knowledge and experience to be employed in their chosen field, or continue into further study. The course learning outcomes ensure an appropriate breadth and depth of knowledge is acquired. These are appropriately mapped into individual modules ensuring that the course fits together as a whole, rather than a series of modules (in turn building a strong course identity). Content has been mapped by the course team and module leaders to ensure horizontal and vertical alignment.

The course will focus on developing knowledge of the field (content) whilst giving the students the opportunities to apply their learning in practical contexts (experience) whilst enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will take into account the diverse backgrounds of students nurturing them through levels four, five and six, developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (inclusive environment; activities linked to student experience).
The course development team have designed an assessment strategy ensuring balance, levelness and variety of assessment methods across all levels to ensure that graduates are suitably qualified to work in sport and exercise science and beyond. Learning and teaching approaches will be continually reviewed and developed using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students’ learning experience is continually enhanced by academic members of staff reflecting on module delivery and facilitating development to improve the learning experience.

**Learning and Teaching Activities**

Students will be engaged through a variety of teaching and learning approaches whilst studying the BSc (Hons.) Sport and Exercise Science programme. Challenging and authentic tasks will be used to stretch the students’ capabilities in real-world learning and assessment, resulting in a deeper approach to learning. Each module on the degree will consist of 20 credits (with the exception of the L6 Final Year Project, 40 credits) which equates to 200 notional learning hours. The learning on each module will consist of 48 hours contact time (equivalent to four hours per week) within each module.

The following learning and teaching strategies will be used across the modules on the programme (please refer to the individual Module Specification documents to see where the different learning activities take place):

- Students will attend interactive lectures where they will be expected to contribute having done some preparatory study in advance.
- Students will attend seminars and workshops where they will be expected to contribute having done some preparatory study in advance.
- Students will participate in online or face-to-face tutorials where they will work in small groups to engage with learning activities.
- Students will engage and contribute to laboratory/practical sessions.
- Students will organise and conduct laboratory and field data collection, analysis and interpretation.
- Students will work independently to research the relevant literature, predominantly using electronic databases and search engines.
- Students will complete directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback. This may include guided readings, self-diagnostic testing, discussion boards, etc.
- Students will participate in practical workshops to experience/develop the skills required for collecting valid and reliable scientific data.
- Students will participate in group work and assessments, developing the relevant skills required by graduate employers.
Graduate Attributes
All our undergraduate students will develop three graduate attributes; Be Enterprising, Digitally Literate, and Global Outlook.

A Graduate Attribute is defined as “an amalgamation of skills, knowledge and attitudes built up though a student’s time at university, which they are capable of articulating and demonstrating to the wider world.” The BSc (Hons.) Sport and Exercise Science course has embedded the three Leeds Beckett graduate attributes within the revised course curriculum having consulted key evidence and resources including the Course Development Principles Document (2011), the University’s Education Strategy (2016), and the recently-updated Taxonomy of Assessment Domains.

It is indicated within each of the Module Specifications where graduates attributes are developed and/or assessed. Each of the graduate attributes has been highlighted in the course learning outcomes (page 4) using the following key:

- Global Outlook (italics)
- Digitally Literate (bold)
- Be Enterprising (underlined)

Global Outlook
Defined as the ability to engage effectively and responsibly in a multicultural and globalising world, Global Outlook is developed and assessed throughout the levels across a range of modules. Students will begin by searching for and utilising a range of literature from a national and international perspective on a range of Sport and Exercise Science related topics. The Personal Professional and Academic Development module at Level 4 will develop students’ knowledge of paradigms and how their view of the world will impact on research design. This particular Level 4 module will also help students appreciate, consider, and respect how differing world views and perspectives (e.g., varying cultures and backgrounds) can have implications for their work in both higher education and following graduation.

At Levels 5 and 6, Global Outlook will be embedded into modules through the examples such as the consideration of culturally-based diets when planning nutritional strategies for high performance athletes or the acceptance of religion-based gender differences when exploring determinants of exercise participation. This will be further enhanced by the students’ optional module choices into specialist areas of performance, health, and/or disease, as well as through the focus of their dissertation. Students will be required to engage with research originating from various parts of the world where an appreciation of the culture in which the participants live may influence the outcomes of the research.

Digitally Literate
A student who is Digitally Literate will be able to confidently and critically identify and use information and digital technologies to enhance his or her academic, personal and professional development. Digital Literacy has been mapped into the degree using the JISC guidance. Across all modules and levels, students will develop their use of electronic search databases in finding and evaluating the suitability of a range of digital sources including web
pages and journal articles (Digital Scholarship, Academic Practice, Information literacy). Students will also be engaged in using the VLE through use of a variety of appropriate tools (e.g. e-mail, MyBeckett, discussion boards, online submission) to enhance their learning experience (communication and collaboration). Students will also develop their use of a range of digital devices including cameras, camcorders, digital audio recorders, iPads and tablets, applications and websites.

During Level 4, students will learn how to use appropriate software packages to record, analyse, interpret and present data (Media Literacy). At Level 5, students will be introduced to more complex analyses and will learn how to select appropriate software packages to analyse different data (Media Literacy). By Level 6, the students will have developed critical skills enabling them to become independent learners and will know which software to select to complete recording, analysis, interpretation and presentation of the data for their Major Independent Study. During Levels 4 and 5, students will be introduced to a range of specialised digital scientific equipment to measure aspects of human functioning (e.g., force plate measurement and electromyography), specialist software (e.g. Nutritics, SIMI Motion) and specialist statistical analysis software (e.g. IBM SPSS and NVIVO). By the end of level 6, students will have developed a critical understanding of the different equipment and measurement techniques with the ability to select the appropriate method (or methods) to provide a valid and reliable measure of the chosen variable (Final Year Project) (Computer Literacy, Media Literacy).

Throughout the course, students will appropriately plan their professional development using a range of tools. In the Level 4 Personal Professional and Academic Development module, students will be introduced to the university online employability resource (InPlace) and appropriate tools to build a personal and professional development portfolio (Communication and Collaboration, Information Literacy, Professional Development Planning). At Level 5, students will further their understanding and application of these tools within the Employability in Sport and Exercise Science module. Students will be encouraged to take part in both internal (MyBeckett discussion groups) and external networking using appropriate websites (e.g. LinkedIn, Google Groups) (Professional Development Planning).

**Be Enterprising**

Enterprising students will show a proactive approach to meeting the challenges involved in sport and exercise science. They will do this through being set a number of challenges including authentic assessments which will require them to use their knowledge and skills to deal with real world scenarios. This approach is reflected in a variety of modules at every level, and will include the collection of data to inform case studies as well as the development of interventions to solve problems relevant to the application of Sport and Exercise Science to a range of populations.

For example, the Level 4 module, The Sport & Exercise Scientist in Action, will introduce students to a range of contemporary scenarios and case studies, each of which will pose specific “problems” regarding the collection and analysis of performance data. Through this module, students will be able to develop and demonstrate problem-solving skills and propose
innovative solutions for dealing with such real-world challenges. Other modules including Real-world Applications in Sport & Exercise Science (Level 5) and the Final Year Project (Level 6) will offer subsequent opportunities for students to showcase skills and knowledge that enable them to deal with a broad range of increasingly complex and sophisticated problems.

The ability to plan and communicate effectively are other qualities associated with entrepreneurship, as defined by this particular graduate attribute. With this in mind, a multitude of elements within the taught modules (e.g., job interview scenario as part of the summative assessment within the Level 5 Employability in Sport & Exercise Science module) and personal tutoring programmes (e.g., timely meetings with personal tutors to review progress and identify future development goals) at each Level will support yet challenge students to develop and exhibit these associated skills.

Use of the Virtual Learning Environment
The course uses the MyBeckett virtual learning environment and wider online communities (Google Communities, Facebook, Twitter) to support, enhance and link face to face with online materials and to provide a space for students to communicate with each other and the course team. Students will be introduced to MyBeckett during induction week with the help of personal tutors and student guides from Level 5 and Level 6. A standard layout for common content within individual modules on MyBeckett has been agreed to aid the student experience. Modules will use MyBeckett and online delivery in a variety of ways which may include:

- A repository for teaching materials to support face to face delivery which include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, assessment support (example questions and practice tests) and placement handbooks
- Synchronous and asynchronous interactions online such as FAQs, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course ‘community’.
- To communicate with students using a selection of electronic media via consistent channels
- To requests submissions from students, using Turn-It-In, in a range of formats such as properly-formatted essays/reports, presentations, posters and blogs.
- To conduct online formative assessments (e.g. multiple choice exams, surveys and quizzes) throughout the course
- Monitoring student engagement through level of engagement in online activities and usage statistics
- Provide formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback
- To encourage students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further
- To encourage staff & students to engage in subject-specific professional networks and professional debate on and offline
• Enable students to produce their own on-line and e-material (e.g. blogs, v-logs, websites, applications).

Use of Blended Learning

The course will use a blended learning approach across all modules. The approach will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module and across levels. Each module will contain 200 hours of learning of which, an average of 48 hours will be face-to-face contact. The remaining hours will then be made up of a mixture of non-scheduled online learning and self-study. It is expected that students would be provided with readings and directed activities to support their learning within the classroom.

The online learning will be facilitated by teaching staff to enhance student learning, which will differ by module, but may include:
• Student engagement in online tutorials or workshops
• Reusable learning objects such as podcasts, videos, webinars
• Digitised materials on line for accessibility including e-books and journals
• Directed tasks such as problem-based scenarios or case studies.
• Quizzes, Exams or surveys
• Module-based, level or course based discussion boards

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include
Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Libraries and Learning Innovation (LLI)
Libraries and Learning Innovation (LLI) plays a key role in the student and staff experience at Leeds Beckett University, supporting the teaching, learning and research needs of staff and students. The service has a staff base of around 100 (full time equivalent).

LLI is committed to the development of a quality service for its customers and to a close partnership with Schools in supporting students’ learning. Academic Librarians represent these services on course development teams to ensure that there is appropriate support for new courses at the earliest stage, as well as at approval events and annual reviews.

Resourcing the Curriculum
There is an annual financial allocation for library materials and information access. A Collection Development Strategy describes how these funds are allocated in discussion and agreement with Schools and provides information on how LLI stores, arranges and facilitates access to the wide variety of information and learning resources to support the curriculum.

Academic Librarians are responsible for the identification and selection of materials to support courses and research in their subject area and work closely with School colleagues to develop Academic Librarian Annual Reports which highlight strengths, weaknesses and priorities for development in each subject area. Separate funding is available to provide extra copies of key material, pump-priming funding for new and revised courses and also for new areas of the curriculum.

Our Resource List System provides access to module resource lists for students and academic staff. It allows for the collation, presentation and updating of online resource lists, facilitating student access to a single source of up to date information relating to the resources they need to support their studies. Resource lists can be tailored for individual modules by adding tags, commentaries and other features. Usage data from the system enables provision of book and other resources in suitable numbers across courses. All module and course leaders are asked to provide a copy of the full, current resource list for their module(s) to their Academic Librarian for use in populating the system.

The Library purchases a range of quality electronic and print resources to support the curriculum, in addition to guiding users to high quality free content, for example journals published on an open access basis. Information and learning resources are acquired in
electronic format in preference to print, wherever possible, enabling simultaneous multi-user access 24/7 from both on and off campus.

No library can meet all the needs of its clientele and the Library works with other libraries to enable access for Leeds Beckett students and staff; for example, the SCONUL Access provides access to resources in over 140 institutions across the country. An Interlibrary Loan service is available to staff, research students, taught masters students and undergraduates working on dissertations to facilitate access to information resources not held by the Library and support is given to students and staff to use the British Library Document Supply Centre at Boston Spa.

Libraries and the Learning Environment
Integrated library, computing and media facilities are provided in libraries based on each of our University’s campuses at City Campus and Headingley. Some facilities are also available in Carnegie Pavilion and Stand.

LLI aims to maximise choice and flexibility in the way in which students and staff learn by providing a range of study environments, off-campus support, online access and dispersed facilities. The Library opens 24/7 every day of the year providing over 2100 study places, including 916 PCs and plug in points for mobile devices. A “PC Availability” service available via the Library’s website or viewed on plasma screens enables students to easily identify unoccupied PCs in addition to a self-service laptop loans facility.

A service to off campus users (Offsite) offers a package of services to support students who are seldom required to attend classes on campus. This includes postal loans, journal articles, enquiries, and referral to libraries near to where they live. A “Pay-to-Post” service also enables any student to have an item from stock or photocopied journal article posted to them.

The i-Print system is installed across our University, includes a scan to email facility and the option to send to print from home computers or personal laptops. Students are able to load credit onto their Campus Cards to pay for their printing and photocopying, either by Kiosk within each Library or online. Our University’s reprographics service, The Print Room, also offers document finishing and poster printing services to students and staff.

Technologies for Learning
As an integral part of Libraries and Learning Innovation, Technologies for Learning supports a number of student facing learning and information services, providing administration, user support and training. These services include:

Our University’s Virtual Learning Environment, supplied by Blackboard and branded as MyBeckett, supports our University’s Education Strategy, providing a range of online facilities and tools to support staff and students in the provision of flexible online learning and communication. MyBeckett also provides portal access to integrated announcement, email and group communication tools to facilitate communication across the university community.
All students have an email account and calendar facilities provided by Google in partnership with the University which are also available via mobile devices.

The Library Management System from Sirsi Dynix, providing catalogue access for users to a wide range of print and electronic materials including books, journals, multimedia, electronic books and journals held in the Library’s physical and electronic collections.

The Resource Discovery Tool, “Discover” supplied by EBSCO, providing single search access for users to the majority of information sources available through the University Library services and beyond.

The Library Website, providing access to information and resources available through the Library alongside information about services, help and support and academic liaison.

REBUS: list, the Library’s online Resource List System, enabling students to access an online list of recommended reading for their course directly from MyBeckett and staff to update lists throughout the year.

The Copyright Clearance Service providing not only advice and expertise on copyright legislation but also a digitisation service to support staff in making online readings available to students.

Supporting Research
LLI’s Research Services team supports University staff in making research Open Access and ensuring work is eligible for the upcoming Research Excellence Framework (REF) by being uploaded to the Leeds Beckett Repository, supplied by E-Prints. This is allied with a Current Research and Information System supplied by Symplectic providing for organisation and analysis of research content within the University and the management of staff profiles. LLI also pays Article Processing Charges to make work instantly open access, provides training and informal support and a wealth of information on the website openaccess.ac.uk.

Help, Support and Skills Development
Alongside the provision of library, information and IT help services in person (including roving IT Help throughout the Library), LLI works in partnership with colleagues in other universities to provide help by telephone and chat 24 hours a day, 365 days a year alongside a single email address. More complex enquiries can be referred to specialists, such as Academic Librarians, who have subject specialisms and are responsible for evaluating electronic information sources, as well as providing training and tutorials.

Students registered with Leeds Beckett’s Disability, Dyslexia and Assessment Centre can benefit from specialist Library support. Students can book one-to-one appointments or take advantage of informal drop in sessions. There is a Disability Resource Area in each Library containing adaptive software and hardware which will assist users with disabilities.
All new students are offered an induction session and follow up digital literacy teaching complemented by online guides, web pages and online tutorials to inform students of relevant resources and activities to support their programme of study. Academic Librarians provide tailored information and literature searching sessions to students as part of their courses and also offer a programme of drop in information workshops for students. Online learning objects allow students to independently learn and practice their information skills and test their progress.

Skills development is increasingly recognised as making a significant contribution to the careers of graduates in terms of the achievement of their full educational potential and adding value to their lifelong learning through preparing them for employment and/or career progression. The Library has a strong commitment to teaching digital and information literacy skills and the encouragement and development of truly independent learners and is increasingly embedding information skills teaching within the curriculum.

Skills for Learning
Skills for Learning provides online resources, services and publications to enable students to develop their academic skills. Skills for Learning was established within LLI to support the transition to higher education, raise student achievement, improve retention, and help to attract new students. It actively promotes the graduate attributes of Digitally Literate, Be Enterprising, and Global Outlook.

The Skills for Learning website offers a wide range of generic learning and teaching resources on topics which include: academic writing, group skills, research, maths, critical awareness and reflective skills. Students can use the website independently; academic staff also use it in teaching sessions and MyBeckett modules. All the website resources have been produced by Leeds Beckett University.

Skills for Learning also provides workshops, embedded classes, and group and one-to-one tutorial support in academic communication, maths and IT. In addition, they publish a series of student guides on essential academic skills and regular podcasts on key topics.

Regional, National and International Partnerships
LLI also support courses delivered with our partners throughout the UK and internationally. Arrangements with partner colleges in the UK allow students to borrow books through Guest User access to the Library. Franchise partners are responsible for providing learning resources and study environments to support their students, and LLI works with Quality Assurance Services to review library and learning resources provision provided by prospective partners, by means of a checklist of resources and services which is completed as part of the University’s standard venue visit. In addition, students studying with our franchise partners have access to Leeds Beckett’s online learning and information resources, including eBooks and ejournals, where licences allow, as well as Skills for Learning resources. LLI staff offer support to librarians and learning support professionals, advising where appropriate on the provision of learning resources and sharing good practice.
Academic and Pastoral Support for Students
Overview
Students will be supported by a wide range of staff whilst on the BSc (Hons.) Sport and Exercise Science programme. The course team has numerous years of experience of supporting students in Sport-related courses and will consist of the Course Director, Course Leaders, Module Leaders and Personal Tutors who will provide academic and pastoral support. When students enrol at Level 4, they will be assigned a Personal Tutor (PT) who will mentor the students throughout their three years on the degree providing academic support and career guidance. Our PTs will also satisfy the students’ pastoral care needs and will signpost students to additional support (e.g., Counselling services, Disability Support services) using the Student Hub services. All students will be met by their PT during the induction week and they will accompany their students on the field week experience within the first few weeks on the course.

Specific Roles
Course Director
The Course Director is responsible to the four Head of Subjects (one for each discipline - Biomechanics, Nutrition, Physiology, Psychology) for overseeing the operational management of the course on a day-to-day basis in collaboration with the Course Team, Administrators and Module Leaders, in accordance with the University’s Academic Principles and Regulations.

Key roles and responsibilities include:
- ensuring and maintaining the overall academic quality of the programme;
- continually developing the award in conjunction with the Course Team and Head of Subject;
- assisting in the recruitment, selection and admission of students, in liaison with the Course Team, Student Administrators and the International Admissions Officers;
- ensuring, in co-operation with the Head of Subject that adequate arrangements are made for teaching and other duties related to the course;
- ensuring that the course evaluation, monitoring and review procedures are established and implemented;
- maintaining overall responsibility for ensuring the moderation and assessment of marks in conjunction with members of the Course Team.

Module Leader
The Module Leaders are responsible for the design and updating of their modules in collaboration with the course team. They are also responsible for putting procedures in place to ensure consistency across the team of tutors who deliver and assess the module, where appropriate.

Course Management Team
The Course Management Team comprises the tutors making a significant contribution to the course. Their responsibilities include:
- ensuring the efficient running of the course in collaboration with the Course Leader;
- reviewing feedback from a range of stakeholders, including students, External Examiner, agents, receiving postgraduate courses, and others in advance of Annual Monitoring and Review meetings;
- contributing to the Annual Review and ensuring that action points from the Review are taken forward.

**Course Team**
The Course Team comprises all the tutors on the course. The Course Team assists the Course Leader in this role.

**Course Leader**
The course will have a team of Course Leaders (one for each level of study) who are responsible for overseeing the pastoral care and support for the students within their cohort. Course Leaders will work with Personal Tutors to develop a personal tutoring programme appropriate for the needs of the students at each of the different levels. They will support Module Leaders, Personal Tutors and students in cases where additional assistance/guidance is needed. Finally, they will support Course Directors across a range of themes including course evaluation, monitoring and review.

**Personal Tutor**
In line with the University's expectations the programme operates a Personal Tutor system. All students are allocated to a Personal Tutor who is the first point of contact for non-academic/module related pastoral support. Students enrolled on the programme will be supported throughout their studies by the same personal tutor (where possible) and the course team. Where possible, all personal tutors will be engaged in the delivery of credit-bearing modules at Levels 4 and 5. This will ensure that students will have regular contact with their Personal Tutor and that the tutor can support them in their personal, academic and career development.

All Level 4 students are accompanied on a residential by their Personal Tutor to support their engagement in their studies. It is expected that students will meet with their Personal Tutors, outside of credit-bearing provision and induction programmes, a minimum of three times per year. Tutors use a variety of ways to arrange meetings with their students which may include tutor arranged appointments, student arranged appointments and sign-up sheets.

**Learning Support Officers**
Learning Support Officers work closely with Course Teams to ensure the effective delivery of learning, research and enterprise activities and the maintenance of high quality student experience.

**Student Administration**
The Student Administrators work closely with the Course Director and course team to ensure the efficient running of the administrative aspects of the courses and to respond to general student enquiries.
A range of other personal and pastoral support services are provided centrally by the University. These services may be accessed directly, or by referral from the Course Director, Course Leader, Personal Tutor or Module staff and include:

- Learning Support for students with learning and other disabilities (e.g., dyslexia)
- Professional Counselling Service
- Careers Guidance
- Finance Support
- Health and Safety advice
- Accommodation Services
- International Officer
- Disability Support
- Child Care Advice
- Chaplaincy
- Student Liaison Officers

**Assessment Strategy**

The course level strategy has been structured to develop assessment “for learning as well as of learning” (Leeds Beckett University (2011), *Course Development Principles*). The course uses a variety of assessment methods which evaluate the students’ knowledge, application and skills as well as promoting their employability through real life assessments. The three Graduate Attributes will be assessed at every level across a range of modules.

The course strikes a balance across Level 4-6 between a variety of assessment methods whilst enabling students to progressively develop expertise related to those assessment methods and to have opportunities to build on feedback. At Level 4, students will be undertake group work to enhance their team work and problem solving skills. By Level 6, it is expected that students will become more independent learners and will be predominantly assessed on an individual basis.

The course assessment strategy recognises the importance of formative assessment for underpinning and developing summative assessment. Formative assessment is used to support students in developing and demonstrating subject-specific knowledge and understanding. These formative assessments also allow students to acquire and refine the skills required in completing particular assessment types, and supports them to engage with assessment feedback from a developmental perspective. At a philosophical level, the formative assessment takes a holistic development perspective which recognises the wider benefits it may have for student engagement and wellbeing, as well as for student summative assessment performance.

As well as regular formative assessment, the assessment strategy recognises the importance of early summative assessment at Level 4. Within the first 6-8 weeks of Level 4, students have completed their first summative assessment. This helps students with expectation
management, self-regulation, and provides an opportunity to engage with (and act in response to) the feedback process.

The course summative assessments are varied and provide a progressive approach to skill development. External examiner reports (2016/17) reflect the strength of the range of assessment types adopted on the programme and the potential that this has for academic, interpersonal, and employability development. The summative assessment word limit equivalences are as follows, all based on 20-credit modules: Level 4 = 3,000 words; Level 5 = 4,000 words; Level 6 = 5,000 words.

**Feedback on Assessed Coursework**
Module leaders will identify in module handbooks the individual feedback strategy which will include the type of feedback to be provided and the time frame for this feedback. The expectation is that all feedback will be provided within four weeks from the date of assessment. Where possible modules will include peer feedback to enhance the student learning on the module and provide more instant feedback on the assessment.

Students may receive the following types of feedback within the course:
- Group verbal feedback
- Group generic written feedback via e-mail or posted on VLE
- Individual audio feedback
- Individual annotation on scripts
- Individual comment sheets
- Individual verbal feedback with tutor
- Peer written feedback
- Peer verbal feedback

Through the personal tutorial programme, students are encouraged to reflect on feedback from multiple modules with a view to identifying common threads and consequently develop plans to enhance assessment performance in subsequent tasks.
<table>
<thead>
<tr>
<th>Module Titles</th>
<th>Written Examination</th>
<th>Written Assignment</th>
<th>Report</th>
<th>Dissertation</th>
<th>Portfolio</th>
<th>Project Output</th>
<th>Oral Assessment</th>
<th>Practical Skills Assessment</th>
<th>Set Exercises</th>
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</table>

1. Whilst this assessment is primarily a practical task it will also include tasks designed to assess the student’s ability to orally communicate ideas and analyse data.
2. Whilst this assessment is primarily a practical task it will also include tasks designed to assess the student’s ability to orally communicate ideas.
3. Whilst this assessment is primarily a portfolio submission there will also be a task designed to assess the student’s ability to orally communicate.
**Employability and Professional Context**

This course is endorsed by the British Association of Sport and Exercise Scientists and has professional links with a range of sporting bodies; further information may be found within our online prospectus.

To enable our students to compete and flourish in a competitive, fast-moving knowledge-based economy, the Carnegie School of Sport is committed to enhancing the employability of all those studying our undergraduate and postgraduate programmes. We are proud of the work our students do in the community through a range of experiences including engagement in research and work-based projects, ambassador programmes, volunteering and placements. Local and national employers continue to inform the development and delivery of our Sport and Exercise Science curriculum. A range of employers across sport performance and exercise and health were invited to comment on the proposed content and structure of the BSc (Hons) Sport and Exercise Science through an employer advisory group. Their analysis of the programme presented is that it covers the key disciplines and content as expected and includes strong module options at Level 6 which support the course rationale and philosophy. From an employability perspective, the advisory group agreed that soft skills are equally, if not more, important than knowledge gained through a programme of study, and that the employability strand developed through the curriculum strongly underpins this.

The course will primarily prepare graduates for employment in the field of Sport and Exercise Science. Due to the degree having strong research and professional development strands, graduates would also be suitably positioned to follow a career in research or teaching within associated fields. For those who wish to further their education through postgraduate study, the course will provide a solid foundation of the four key disciplines of Sports and Exercise Science upon which graduates may continue to study and specialise on programmes within the MSc Suite of Sport and Exercise Science courses here at Leeds Beckett University, or another related postgraduate qualification (MSc. or PhD) in associated subjects (e.g., Nutrition and Dietetics or Physical Activity and Health).

Due to the multidisciplinary nature of the degree and the embedding of the three graduate attributes of Global Outlook, Be Enterprising and Digitally Literate, previous graduates have gained employment in a wide range of graduate schemes and in roles including pharmaceuticals, graduate sales, project management, insurance services, armed forces, emergency services and property management.

Previous course statistics (2014/15) show that six months after graduating, 99.3% of our graduates are in employment, of which, 52.7% are in graduate roles. This continues to present a strong outlook for graduates of the Sport and Exercise Science course.

**Work-Related Activities**

The Sport and Exercise Science course will enable students to access work-related activities and development opportunities at various points throughout the course. Within Level 4 module The Sport and Exercise Scientist in Action, students will be introduced to the role of
the Sport and Exercise Scientist with an emphasis on what they do and how they do it, whilst within the Personal, Professional and Academic Development module at the same level, students will begin to plan for their career development. The Employability in Sport and Exercise Science module at Level 5 will support students in developing their career goals through analysing their own profiles against appropriate job descriptors and planning their development accordingly. Students will identify development opportunities aligned to their chosen career aspirations which may include work placements, conference attendance, engaging in research projects, industry recognised continuing professional development courses and/or volunteering (to name a few). These are discussed and agreed with the student’s Module and Personal Tutor to ensure their suitability and account for a minimum of 120 hours of activity. In L6, further opportunities are also available aligned to Final Year Projects and students will be supported by their Personal Tutor to seek external work-related opportunities to continue their career development. Alongside curriculum delivery, the Carnegie School of Sport Ambassador Programme will provide opportunities for students to gain experience in industry. The programme provides networking opportunities for students to develop their employability through the opportunity to put theoretical learning into practice via placements, research and project work, part time paid work, graduate roles, etc.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally-accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at http://www.qaa.ac.uk/reviews-and-reports

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.
Staff Teaching on the Course
You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course. The academic CVs of our teaching staff are also attached for information.

Current staff development opportunities are available to all staff associated with module delivery on the course. An extensive matrix of personal and professional development opportunities run throughout the academic year, including University sponsorship of staff on the PGCHE programme and for staff to undertake a PhD. The majority of permanent staff delivering on the programme have a teaching qualification and have fellow or senior fellowship to the Higher Education Academy. The current University peer observation initiative has also been embraced by course staff and offers an opportunity for specialist and non-specialist area development as well as exposure to varied delivery techniques. Where there are specific training needs for module and course delivery this is supported via staff development funds available to each academic member of staff.

The course is and will continue to be delivered by research active staff; many are acknowledged experts in their fields, including those rated as ‘at least internationally excellent’ in the 2014 REF. This demonstrates the high quality of staff delivering this course, as well as the expectations placed on staff to be research active. When considering the number of staff who submitted to REF 2014, our submission to Unit 26 was ranked 2nd in the country. Underscoring our impressive results, is a critical mass of research staff involved in a diverse range of externally funded research, enterprise and consultancy work. This work has impact at a local, national and international level. The activity undertaken by our staff not only informs and refreshes the curriculum, but also ensures that students are exposed to contemporary developments in Sport and Exercise Science. This places students at the heart of our University.

Staff are also supported to engage in external development which includes national and international conference attendance, external examining, journal article reviewing, funding grant reviews, editing journals, writing and editing books and sitting on advisory boards/committees. Specific funding is made available within the Carnegie School of Sport for new and developing researchers to enhance their research profiles.

Regulatory Exemption details: N/A

Scheduled Non-Modular Contact Hours

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<th>Level</th>
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