

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	BSc (Hons) Sport Science & Personal Training BSc (Hons) Sport Science & Personal Training (with sandwich year)
<b>Qualification</b>	BSc (Hons)
<b>Intermediate Qualification(s)</b>	
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AB
<b>Mode(s) of Study and Duration</b>	Full time over 3 years Sandwich year over 4 years Part-time pathway typically over 4- 6 years.
<b>Core Teaching Pattern</b>	Core teaching plan 1
<b>FHEQ Level</b>	6
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Skills Active (Register of Exercise Professionals)
<b>PSRB Renewal Date</b>	2016
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	BSSPTABF BSSTSABF
<b>Subject Community</b>	Sport Science and Physical Activity
<b>UCAS Course Code</b>	C613
<b>Relevant External Benchmarking</b>	The SSPT degree meets bench-marking requirements for courses "Broadly concerned with sport" - 3.21 to 3.26. As this course is orientated toward the scientific study of sport, benchmarks 6.17 -

the study of human responses to sport and exercise, 6.18 the study of the performance of sport and its enhancement, monitoring and analysis, and 6.19 - the study of health-related and disease.

Management aspects of exercise and physical activity are particularly relevant.

The course uses the University's own level descriptors – available at:

<http://www.beds.ac.uk/aboutus/qa/documents/qahsep06-app11a.doc>

In addition, the course also maps to the National Occupational Standards set by SkillsActive at Levels 2 and 3. The unit “Exercise Principles and Practice 1” (L4) maps to the NOS at Level 2, “Exercise Principles and Practice 2” (L5) maps to the NOS at Level 3, and the Exercise, Consultancy and Commercial Practice (L6) maps to the Level 3 Exercise Referral and Personal Training. These units have been accredited by the sector skills council for the fitness industry (SkillsActive). Quality assurance for these units is dealt with both by an internal examiner and by SkillsActive's own QA assessor.

The relevant documentation can be downloaded at:

<http://www.skillsactive.com>

**Section 2 - Published Information**

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

**Course Structure**

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
SPO021-1	4	30	Exercise Physiology	Core
SPO022-1	4	30	Foundations for Degree Studies	Core
SPO037-1	4	15	Anatomy & Biomechanics	Core
SPO019-1	4	15	Foundations in Sport Psychology	Core
SPO003-1	4	30	Exercise Principles and Practice	Core
SPO032-2	5	15	Biomechanics	Core
SPO018-2	5	30	Advanced Exercise Principles and Practice	Core
SPO013-2	5	30	Physiology, Nutrition and Metabolism in Sport and Exercise	Core
SPO034-2	5	15	Research Methods	Core
SPO039-2	5	15	Dissertation Preparation	Core
SPO026-2	5	15	Social Psychology of Sport	Optional
SPO027-2	5	15	Motor Performance and Learning	Optional
SPOxxx-2	5	0	Sandwich Work Experience Year	Optional
SPO001-3	6	30	Dissertation for Sport Science & Personal Training	Core/Optional
SPOxxx-3	6	30	Extended Work Experience Project for Sport Science Related Courses	Core/Optional
SPO022-3	6	30	Exercise, Consultancy and Commercial Practice	Core
SPE002-3	6	30	Environmental Physiology	Optional
SPO010-3	6	15	Applied Sport and Exercise Psychology	Optional
SPO014-3	6	15	Applied Biomechanics	Optional
SPO025-3	6	15	Psychology of Physical Activity	Optional
SPO030-3	6	15	Cases in Life Span Motor Development and Impairment	Optional
SPO033-3	6	30	Doping in Sport and Ergogenic Aids of Elite Performance	Optional
SPOxxx-3	6	15	Endocrinology in Physical Activity	Optional

**Why study this course**

Extensive sport science laboratories, including a fully equipped, state-of-the-art health and exercise lab  
 Staff are highly qualified and very experienced within their relevant industry and are research active  
 The course is endorsed by SkillsActive and is recognized by the Register of Exercise Professionals as an industry-approved award  
 Excellent opportunities to gain work experience and support in building your own business  
 Excellent links with sport science, health employers and the fitness industry



### **Course Summary – Educational Aims**

The BSc (Hons) Sport Science and Personal Training programme aims develop the necessary skills, knowledge and understanding of the fitness industry and, at the same time, the personal attributes of self-motivation and drive to enable you to gain entry to satisfying and stimulating career paths.

Specifically, the course aims are to prepare you to:

- Understand and apply the body of knowledge fundamental to the analyses of human performance in sport and health.
- Solve problems by the application of appropriate tools and techniques
- Research, critically evaluate, summarize and communicate information
- Work effectively in teams or individually using appropriate professional standards of conduct and behaviour
- Become a self-regulated learner, using an awareness of opportunities for careers or further study in the setting and monitoring of personal objectives

### **Entry requirements**

Standard entry requirements apply to this course, A level in sport science, physical education, natural science or psychology preferred

For UK students <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

Candidates with considerable experience in the health and fitness industry and mature candidates may be considered on a case-by- case basis.

### **PSRB details**

The course has embedded relevant fitness qualifications into each year. These have been endorsed by SkillsActive the Skills Council who oversee the fitness industry. The qualifications allow students to enter onto the Register of Exercise Professionals which is recognised worldwide. Kevin Wyld, the course co-ordinator, sits on the Fitness Technical Expert Group (FTEG) and implements any changes to the qualifications immediately as they are introduced. He can be contacted for further information on the qualifications.

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Use an understanding of the principles of sport science to provide fitness training programmes to athletes
- Implement safe and effective exercise prescription for members of the general population
- Develop personal skills of leadership, communication, time management, effective thinking and problem solving

### **Higher Education Achievement Report - Additional Information**

Throughout your time as a BSc Sport Science & Personal Training student you will have the opportunity to gain a number of awards accredited by professional organisations. These include:

- Register of Exercise Professionals (REPs) Level 2 Certificate in Fitness Instructing
- Register of Exercise Professionals (REPs) Level 3 Certificate in Personal Training
- Register of Exercise Professionals (REPs) Level 3 Certificate in Exercise Referral

There is thus a substantial opportunity for you to acquire qualifications to supplement your BSc Sport Science & Personal Training and enhance your graduate employability.

### **Learning and Teaching**

The strategies adopted for learning and teaching in Sport Science & Personal Training reflect the diverse nature of the subject area. The course employs practical activities in the fitness suite, lab, and field, lead lectures, seminar, discussions, workshops on-line activities and individual and small group tutorials.

Practical, discussions and seminar sessions will enable you to apply theories taught during lectures and gain a deeper understanding of their use and contexts. Laboratory work and computer-based learning activities will provide opportunities to practice and develop research skills and techniques in preparation for conducting your own research and facilitate your understanding of research-based literature.

You will examine case studies and receive invited lectures from professionals in the field to learn from their expertise and reflect upon how your learning can be transferred into real life workplace settings. Throughout the degree small groups sessions require you to engage in problem-solving exercises and analytical discussions with your peers. You will learn to locate, evaluate and synthesis information from a variety of sources and be given opportunities to learn, practice and develop professional skills used by fitness/healthcare professionals.

### **Developing your employability**

The course integrates automatic accreditation opportunities for exercise to gain entrance onto the Register of Exercise Professionals (REPs), which is recognised worldwide.

The course embeds vocational qualifications alongside a wider theoretical framework. It contains units endorsed by SkillsActive and gives REPs Level 2 and 3 status. It is a distinctive course that blends vocational, practical and theoretical elements and includes gym-based work, exercise referral schemes and personal training.

The course focuses on the scientific basis for health promotion advice and developing effective communication skills to work with various population and patient groups and you will engage in role-play, undertake case study investigations and reports and attend lectures delivered by experts working in the industry so you can see how your degree course content can be translated into a real-life working environment.

You will also have the opportunity to undertake a sandwich year placement that will provide work-based learning and experience. Throughout the course There will be opportunities to gain work experience and apply your skills from the 2<sup>nd</sup> year onwards. Opportunities include working with elite athletes, the health and fitness industry. There are also opportunities for those who want to build their own business and gain support from the university.

### **Department (s)**

The course comes under the Sport Science & Physical Activity Department. To see staff profiles go to <http://www.beds.ac.uk/howtoapply/departments/sspa/staff>

### **Assessment**

Assessment is both formative and summative in nature and occurs at various points throughout the academic year. Formative assessments are used to give students feedback early on in the

year so they see how they are doing and if necessary seek support from staff or other services available. It also allows staff to see the level of student learning and support as necessary. A wide variety of assessment strategies are employed, appropriate to the specific learning outcomes which are being assessed. Modes of assessment include examination (seen and unseen), essay, practical performance, laboratory report, research project, case study, presentation and data-analysis. The programming of assessment points across the core units will seek to manage your assessment workload.

### **After Graduation**

Opportunities for career development within the health and fitness sector have been expanding in recent years. In the light of an increasing recognition of the importance of physical activity in the prevention and treatment of disease within government health reports there are significant opportunities for graduates with a BSc in Sport Science & Personal Training to gain employment within the health sector as well as elite sport. Many graduates use the vocational qualifications for a secondary career running alongside a career outside of sport and fitness.

#### **Some careers successful students have gone into include:**

Personal Trainer including gym based and self employed  
Strength and Conditioning Coach with elite rugby players  
Sport Science support with Elite Sport  
Cardiac Rehabilitation  
Sports Development Officer  
PhD leading to Research Fellow  
Coaching Development Manager for local Council  
Radiographer  
PE Teacher  
Primary School Teacher  
Police  
Armed Forces  
Fitness Centre Manager  
College Sport Science Lecturer

### **Student Support during the course**

All students will be allocated a Personal Academic Tutor (PAT) at the start of the course. The tutor will provide individual academic guidance through your time at the University and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your degree. Meetings in small groups or one to one will take place each academic year and review your academic progress, career intentions and suggest actions that you can take to improve your learning. The course operates an extended induction programme, starting with pre-course guidance, through an initial induction week and then into the course which is located within core units that all students will follow. We also offer an enhancement programme in level 6 to support students applying into graduate positions such as teacher training or social work.

Lecturers are able to refer to and advise students about a range of support services including PAD (Personal and Academic Development – which offers academic support resources) SID (Student Information Desk – which offers a drop in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments). Lecturers will also refer students to the on-line resources that are able to support your learning, for example the Study Hub on-line within the University VLE (Virtual Learning Environment) called BREO (Bedfordshire Resources for Education Online) or the material that can be found on the Learning Resources website. Extensive use is made of BREO to provide supporting materials for each unit

that you study and to deliver interactive learning experiences.

All students in their first year attend a Peer Assisted Learning (PAL) session each week. This is an informal, structured session that is led by a pair of experienced 2nd/3rd year students. PAL is linked to a named core unit and sessions will have activities for you to do to prepare you for assessments.

### **Students with disabilities**

The course is fully inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course co-ordinator, individual members of the academic staff, as well as staff from the Health and Well Being Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Health and Well Being Team will discuss any issues you may have and can give advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability and Dyslexia Support Team

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> and BREO disabilities site <https://breo.beds.ac.uk/webapps/portal/frameset.jsp> for general information.

The course has several practical exams through the 3 years that are ratified by SkillsActive that can, in many cases be adapted to meet the individual's physical needs. Though potential students need to contact the university prior to applying for the course to confirm all elements of the course can be completed. There is support from staff through tutorials, peer assisted learning (PALs) scheme and other support can be gained through Student Information Desk.

### **Additional Academic Information**

**Peer Assisted Learning (PAL)** - PAL at the University Bedfordshire is a support programme facilitated "by students, for students". A timetabled, weekly one hour session, PAL is an informal, structured session that is led by a pair of experienced 2nd/3rd year students who have "been there, done it and got the t-shirt". They are on your course and have survived the first year! They don't teach you, rather they help you to work together to work things out for yourselves.

PAL has five main aims. It is intended to:

- Help you as first years to adjust to university life,
- Help you to understand the direction of your course and answer questions you have;
- Improve your skills to meet the needs of higher education study;
- Enhance your understanding of your subject knowledge by discussing it in groups and with second and third years, and;
- Improve your assessed work by helping you better understand the expectations and different approaches to study you can take.

***Initial Assessment***

***You will submit an assessment within the first 6 weeks and gain early feedback on your work in the following units:***

- (level 4) Foundations for Degree Studies in Sport and Exercise
- (Level 5) Research Methods
- (Level 6) Dissertation for Sport Science & Personal Training

***Improving students' learning***

The course team's approach to supporting students' learning is to embed training in academic skills and approaches to learning throughout the course. In addition to the Foundations for Degree Studies for Sport and Exercise, which is specifically designed to support the transition to higher education study, the use of formative assessment and input on techniques such as peer collaboration and successful group working in other units further underpin development. The guided learning contained in the units takes a 'scaffolding' approach over the course of the three years with a gradual reduction in the amount of guidance given in order to promote independence.

***Academic Integrity***

Students are formally introduced to referencing and the issue of plagiarism through the Foundations for Degree Studies for Sport and Exercise unit but are further supported in understanding this through formative feedback and revision and extension in levels five and six through the research strand. They are also introduced to the importance of ethical considerations when undertaking research.

***Internationalisation***

Sport Science & personal Training course has embedded vocational qualifications that are recognised by the Register of Exercise Professionals. This register is recognised worldwide and allows students who want to work abroad for the summer or longer the opportunity to gain employment as a gym instructor, personal trainer or exercise referral instructor.

***Sustainability***

# Assessment Map

Unit Code	C/O	Weeks																								
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Level 4																										
SPO019-1	C	Ex-PT			FB													CW-ES S/R W				FB				
SPO021-1	C							Ex-PT			FB					W R-La B			FB							
SPO003-1	C												Ex-PT			FB		C W-CS	PR - OT			FB	FB			
SPOxx-1	C							Ex-PT			FB															
SPO022-1	C															C W-Da ta			FB			Ex				
Level 5																										
SPO013-2	C							W R-La b			FB												Ex			
SPO018-2	C															C W-CS			FB	PR - OT		Ex	FB			
SPO032-2	C																					C W-Da ta			FB	
SPO034-2	C							W R-			FB															





### **Section 3 - Academic Information**

This section will be used as part of the approval and review process and **peer academics** are the target audience.

#### **Course Learning Outcomes**

Upon successful completion of this course, you should be able to:-

1. Locate, evaluate, synthesise and apply knowledge from psychology, physiology and biomechanics to understand participation and performance in sport and exercise.
2. Describe and evaluate a range of research methods and techniques employed in the construction of knowledge within Sport and Exercise Science.
3. Demonstrate the ability to deliver exercise in a variety of areas including general gym instruction, fitness testing and display an understanding of how differing diseases affect acute and chronic responses to exercise. The successful conclusion of this element will result in full registration onto the National Register of Exercise Professionals.
4. Identify and respond appropriately to the ethical, health and safety, and professional requirements associated with conducting research and interventions in sport and exercise. In particular, knowledge and adherence to the SkillsActive ethical guidelines for working in the fitness industry.

Students taking with BSc (Hons) sport Science and Coaching (with Sandwich year) will meet all of the above learning outcomes and:

5. Demonstrate knowledge and analytical understanding of the behaviours associated with the work place by successfully completing an approved placement of at least 720 hours.

#### **Course-specific regulations**

NA

#### **Teaching, Learning and Assessment**

The strategies adopted for learning and teaching in Sport Science & Personal Training reflect the diverse nature of the subject and are designed to enhance knowledge and skills relevant to future employment. At the unit level, they are closely linked with both the specific learning outcomes and assessment strategies. The course employs practical activities in the lab and field, lead lectures, seminar discussions (both tutor and student-led), workshops, on-line activities, and individual and small group tutorials. Over the course of the degree, increasing student independence is encouraged and is particularly evident at Level 6.

The practical sessions provide opportunities to develop technical competence and skills. They also provide a context in which theoretical knowledge can be applied and reinforced. Practical sessions are often supported by seminar work. In general, lectures are used in most units to provide an overview of a topic. You will be expected to undertake considerable directed reading to assist your understanding of the lectures and to develop more comprehensive knowledge than can be provided through formal contact time alone. Follow-up work in the form of laboratories, practical sessions or discussion seminars, for example, will enable you to apply the theoretical work taught during lectures and gain a deeper understanding of its uses and contexts. Laboratory work and computer-based learning activities will provide you with opportunities to practise and develop research skills and techniques in preparation for conducting your own research and facilitate your

understanding of research-based literature.

You will also examine case studies and have the opportunity to attend invited lectures from professionals in the field to learn from their expertise and reflect upon how your learning can be transferred into real life workplace settings. Learning will be supported through the use of appropriate visual aids, videos and through simulation exercises. Learning will be further enhanced by the use of e-learning, tutor support, peer support, practice based learning and by the use of a Virtual Learning Environment (VLE) known as BREO. Through BREO, you will have access to a range of materials and resources to help and support you in each of the units you study.

Throughout the degree, small group sessions require you to engage in problem-solving exercises and analytical discussions with your peers. You will learn to locate, evaluate and synthesise information from a variety of sources. You will also be given opportunities to learn, practise, and develop communication and presentation skills in addition to a topic specifically designed to develop professional skills used by healthcare professionals.

Assessment on the course is both formative and summative in nature and occurs at various points throughout the academic year. A wide variety of strategies and activities are employed to assess the specific unit learning outcomes. Modes of assessment include examinations (seen and unseen), essays, practical tests, laboratory reports, research projects, case studies, presentations and data-analysis exercises. These assessment methods are core to research and practice in health, nutrition and exercise and engagement in these assessment tasks will develop and assess knowledge and skills relevant to your future employment and/or further education.

You will engage in these assessment methods throughout your degree and as you progress through each stage it is expected your ability to critically evaluate the subject area and the relevant skills and techniques employed in health, nutrition and exercise research and practice will be developed. Your ability to reflect on your own practice, performance, and learning will also be assessed and should be developed with your continuing engagement in assessment tasks throughout the course. The assessment tasks at each level will assess your abilities and skills relevant to those expected and outlined below.

The scheduling of assessment points across the core units seeks to manage your assessment workload.

Formative assessment points provide feedback regarding your progress and diagnostic assessment will be used to assess your knowledge, understanding and skills. Summative assessment for the units includes a combination of the assessment modes set out above.

## **Skills development**

### ***Communication***

You will participate in a range of activities requiring you to communicate orally and in written forms and will learn the communication skills necessary to articulate yourself (e.g. your individual aims, skills and experience) in appropriate forms. At all levels, you will work collaboratively with a number of different groups of people in a range of contexts, and will be required to use the written word in order to communicate ideas for a variety of different purposes.

At Level 4, in all units, there will be opportunities for you to take part in discussions about different subjects, and read and obtain information from a variety of sources. You will also be introduced to scientific writing skills and have an opportunity to inform your communication skills by reading a variety of resources.

At Level 5, you will write different types of documents about straightforward subjects and at least one piece of writing will be an extended document. In addition you will develop your ability to articulate ideas through developing your written and practical skills.

At Level 6, you will engage in practical sessions that focus on development of interpersonal skills and your ability to work with clients and patient groups. You will also undertake an independent research project that will involve presentation in written format and thus develop your ability to write and present reports on a specific topic.

### ***Information Literacy***

You will participate in workshops, tutorials and developmental research projects in order to familiarize yourself with a wide range of resources which can support your studies.

At Level 4, you will be introduced to the library and laboratory resources in workshops embedded within units. A series of project-based tasks will ensure that you feel confident using the library catalogue, BREQ, databases, search engines and reference resources available through the internet. You will also be introduced to the assessment of source material as an integral component of your research. All units will make use of BREQ for posting resources, and are likely to use discussion boards, blogs, group pages, wikis and course announcements.

At Level 5, in addition to formal teaching on methods of data gathering, you will be required to work more independently and confidently with the library and use the database resources at your disposal. You will be expected to source materials above and beyond the unit reading lists, and to undertake methodical literature searches as a part of this research process. You will provide bibliographies and reference sources for essays and be familiar with a range of research resources appropriate to the study being undertaken. You will feel confident in the use of digital technology as a resource.

At Level 6, you will plan and submit a project based on a topic of your choice (*Dissertation*). Alongside your academic research, you will be using these skills to explore possible employment options within the areas of Sport Science and Fitness Industry, and familiarizing yourself with networks, funding opportunities and organizations which will be central to your success as a practitioner.

### ***Research and Evaluation***

You will undertake a range of research tasks either within the context of developing your academic or practical knowledge. The research tasks will vary according to the type of work being undertaken and you will need, therefore, to be adept at understanding the skills involved in sourcing, selecting and utilizing appropriate material. In every practical process you embark upon, you will be expected to plan and execute a methodical research process in order to develop your practical skills, and your ability to critically evaluate methods and data. You will be introduced to a range of research skills including literature searches and critical reading, practical field-based activities including questionnaire, as well as the analysis of findings from the use of such techniques in the field. You will also be given training in the commonest and one of the most powerful statistics packages (SPSS).

At Level 4, you will be introduced to the importance of research material that the relevant sciences demand in all units of study. You will make use of practical research skills where you will use the

library catalogue, access reference resources and databases in hard copy form and also electronically. In addition to actually using the practical research skills, this process will be designed to develop your skills to critically evaluate a variety of source materials.

At Level 5, you will receive formal teaching on research methods. These units will provide you with information concerning a range of research approaches and techniques relevant to the field of study. It will also develop your ability to work more independently as a researcher and to begin to formulate questions and fields of enquiry. These skills will not only be necessary as preparation for you to undertake your independent research at Level 6 (*Dissertation*), but should equip you with the skills to critically evaluate your work as a potential practitioner.

At Level 6, you will undertake an independent research project on a topic of your own choice. Your research will be on-going throughout the year and you will be expected to be able to source relevant material quickly, assess and synthesize findings, link to theory where relevant and consider practical applications of your research.

### ***Creativity and Critical Thinking***

You will be introduced to ideas on creativity and critical thinking early in the course. The course will present a range of concepts and theories relating to critical analyses and creative processes in the relevant areas of the course. You will be encouraged to develop your critical thinking abilities and apply this through critical responses via comparative analysis, both orally and in written form.

At Level 4, emphasis will be upon the idea of critical evaluation of information. Using creative abilities and developing critical thinking skills will be a feature of units at this level where you will have opportunities to offer creative solutions to case study- based questions and critically reflect on how professionals should react to specific situations.

At Level 5, you will be required to identify a problem and creatively come up with options for solving it and making changes to the plan where necessary. In addition, you will be expected to build upon the creative solution of problems introduced in Level 4.

At Level 6, the major unit where you will be required to be both creative and demonstrate your critical thinking skills will be in the *Dissertation* project. You will need to be able to critically assess a range of research approaches and techniques and select an appropriate approach for your project. In addition, the work introduced in Level 6 units will be more heavily weighted towards critical evaluation of previous research and synthesis of information by evaluating a number of research articles in a particular area.

### ***Generic and Enabling Skills***

In order to develop as an exercise professional you will be encouraged to develop the following skills through many of the applied units:

- Reflection and the learning process, in order to identify personal and professional goals for continuing professional development and lifelong learning.
- Communication skills sufficient to communicate safely and effectively as a professional with patients, carers and colleagues.

These skills will be developed through diverse health-related assessment components and will be assessed via reflective portfolios, case-based studies, and oral presentations.

## ***Student engagement***

We view the student experience as a broad umbrella term encapsulating a variety of features, such as: a sense of belonging to the department and wider University, engagement with the subject matter, the Department, the Faculty, support services and the social and cultural experiences of the Department and wider University.

There is a clear emphasis on student engagement in the learning process with interaction both with the lecturer and the unit content being the norm. Students are expected to engage in class discussion, in small and large groups, bringing to the discussion examples from practice. Both the teaching and assessment strategies for health, nutrition and exercise aim, wherever possible, to replicate and utilise those skills needed in professional practice.

We also aim to foster a sense of belonging through our induction programme and our teaching and student support throughout the degree programme

During your studies you will become actively engaged with the subject in a number of ways, for example, we will train you on how to use Metalyzer, which is specialist equipment to measure oxygen consumption, respiration variables and substrate utilisation and you will also have the opportunity to learn how to use a wide range of other health and fitness testing equipment and tools for nutritional assessment and research.

You are explicitly encouraged to reflect on your everyday experience and how it relates to the topics and theories covered in the curriculum. By embedding this applied approach to the study of Health, Nutrition and Exercise in the curriculum we aim to promote your personal interest, and develop relevant practical and intellectual skills and fully engage you in the development of your studies.

In line with our commitment to provide a positive student experience, mechanisms such as offering a range of tutorial times, flexibility in contacting staff, and unit evaluation and review are designed to maximise the potential for your involvement. The University committee structure allows for two representatives on the Course Committee and student representation on the Portfolio Executive Committee. This gives you the opportunity for extending your professional development and to inform course developments

## **Additional Academic Information**

### ***Peer-assisted learning (PAL)***

PAL (Peer Assisted Learning) at the University Bedfordshire is "by students, for students". A timetabled, weekly one hour session, PAL is an informal, structured session that is led by a pair of experienced 2nd/3rd year students who have "been there, done it and got the t-shirt". They are on your course and have survived the first year! They don't teach you, rather they help you to work together to work things out for yourselves.

PAL has five main aims. It is intended to:

- Help you as first years to adjust to university life,
- Help you to understand the direction of your course and answer questions you have;
- Improve your skills to meet the needs of higher education study;

- Enhance your understanding of your subject knowledge by discussing it in groups and with second and third years, and;
- Improve your assessed work by helping you better understand the expectations and different approaches to study you can take.

PAL is linked to one of students first year units and sessions will have activities for them to prepare for assessments. It is an informal and safe environment for you to practise, prepare and try things out. Students can decide on what they want to work on each week and what they want to discuss. It is also the place for them to ask "stupid questions" that students would not necessarily want to ask your lecturers.

Previous 1st year students said how useful PAL has been in terms of helping with assessment planning, where to find appropriate resources and how to make sense of lecture notes. They also said the informality made a change from lectures and enjoyed getting to know their classmates better. PAL is not just a place you go if you are stuck or are not doing well; it is a place for everyone. Previous students have described PAL as a way to have ownership over their learning, make friends and connections and support each other.

**Students will have a one hour timetabled PAL slot each week, like other sessions attendance is monitored. Students will be informed of when and where your PAL session is via your timetable and in induction week.**

If you have any further questions PAL you can email the Faculty PAL coordinator on [Bethan.michael@beds.ac.uk](mailto:Bethan.michael@beds.ac.uk)

### ***Initial Assessment***

Level 4: SPO022-1

Level 5: SPO026-2/SPO027-2

Level 6: SPE001-3

### ***Improving students' learning***

During induction, you will be introduced to the concept of managing your learning. Time management, setting targets with clear deadlines and skills auditing form an important part of this process. This is followed through with Personal Academic Tutors assessing the skills audit and directing you to appropriate student support. At Level 5 and 6, your Personal Academic Tutor will meet regularly with you and assesses your recent performance.

You will be introduced to relevant learning resources for your course during the induction process and learning support for relevant skills and resources is available through the Study Hub <http://lrweb.beds.ac.uk/studyhub>, which includes regular workshops and individualised support through the Professional Academic Development (PAD) team <http://lrweb.beds.ac.uk/studyhub/study-hub-teams/professional-and-academic-development>.

### ***Academic Integrity***

Work presented in an assessment must be your own. Plagiarism is where a student copies work from another source, published or unpublished (including the work of another student) and fails to acknowledge the influence of another's work or to attribute quotes to the author. Plagiarism is an academic offence and the penalty can be serious.

Information on how to avoid plagiarism can be found here [http://lrweb.beds.ac.uk/guides/a-guide-to-referencing/avoid\\_plagiarism](http://lrweb.beds.ac.uk/guides/a-guide-to-referencing/avoid_plagiarism).

To detect possible plagiarism we may submit your work to the national plagiarism detection facility. This searches the Internet and an extensive database of reference material including other students' work to identify any duplication with the work you have submitted.

Once your work has been submitted to the detection service it will be stored electronically in a database and compared against work submitted from this and other universities. It will therefore be necessary to take electronic copies of your materials for transmission, storage and comparison purposes and for the operational back-up process. This material will be stored in this manner indefinitely.

### ***Internationalisation***

The course gives those student who want to work abroad the opportunity to gain employment as a gym instructor, personal trainer and exercise referral instructor which are embedded into the course are recognised world-wide.

### ***Sustainability***

### **Section 4 - Administrative Information**

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>Education &amp; Sport</b>
<b>Portfolio</b>	<b>Undergraduate Sport Science &amp; Physical Activity</b>
<b>Department/School/Division</b>	<b>Sport Science &amp; Physical Activity</b>
<b>Course Coordinator</b>	<b>Kevin Wyld</b>
<b>Version Number</b>	1/15
<b>Approved by (cf Quality Handbook ch.2)</b>	University approval panel
<b>Date of approval (dd/mm/yyyy)</b>	March 2015
<b>Implementation start-date of this version (plus any identified end-date)</b>	October 2015

**Form completed by:**

**Name: Kevin Wyld Date: 19.09.14**

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** .....

**Date:**

.....

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>