



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Health and Exercise Science

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science (BSc)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 1 Sep 2014

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2020-21
Level 2 or Diploma of Higher Education (DipHE)	2021-22
Level 3 or Bachelor of Science (BSc)	2022-23
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2022-23

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Health and Exercise Science
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science (BSc) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Sports and Exercise Sciences
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	C607
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Sport and Exercise Science
Programme Leader	Hannah Henderson (hhenderson)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2020-21

3. Programme Description

3.1 Overview

The BSc (Hons) Health and Exercise Science programme was developed in response to the growing health issues observed worldwide. With increasing life expectancy but the prevalence of chronic disease and illness rising, tackling poor health continues to be high on the political agenda informing policy both nationally and internationally. As physical inactivity is a contributing factor to many diseases and illnesses (e.g. obesity, diabetes, coronary heart disease etc.), taking part in regular physical activity and leading a healthy lifestyle is viewed as a national priority in addressing these problems.

This programme reflects current research-informed teaching and innovation; developing students to have the theoretical and practical skills required in the 'real world' in a number of sectors and industries which deals with individuals, groups and the wider community. Over the course of three years, students will experience specialist subjects (in science, policy and practice) designed to enhance knowledge and understanding as well as relevant practical skills in the broad field of Physical Activity and Health Development. Ultimately preparing students for life beyond graduation and well placed to potentially access employment with a variety of employers both Public (NHS, local authority e.g. health development, exercise referral) and Private (e.g. BUPA, Nuffield) healthcare providers as well as the fitness industry, teaching and charity/voluntary agencies.

The programme has a balance of core units at levels 1 and 2 with electives at level 3 and adopts an applied and experiential learning approach through a range of vocationally related modules, a model based on the success of our existing programmes. In year one, the focus will be on providing a sound and secure theoretical platform for understanding the subject base (in science, policy and practice). In year two, students will learn the application of the underpinning theory to more practical and applied settings. Year three will further develop student's knowledge and skills in applied settings, instigating and leading in 'real-life' circumstances and contexts across a range of applied subject specific modules. Students will also be presented with opportunities to obtain additional vocational and employer recognised qualifications (e.g. Gym Instruction, Personal Training and Exercise Referral) during the academic journey. The programme intends to embrace the 'Student as Producer' philosophy and is underpinned by 'real-world' theory-driven teaching.

The School has extensive expertise and use of highly equipped facilities to deliver the programme. Furthermore, the School of Sport and Exercise Science are fortunate to have excellent links with regional Public Health, NHS services, local authorities, state and private schools and the fitness industry. These links are supported by an active research culture immersed in the health-related field. The School's active and related research group, the Health Advancement Research Team (HART), includes academics who will contribute to the programme (For more info see:

<http://www.hartresearch.org.uk/>). HART has conducted a variety of research and evaluation projects on behalf of regional organisations including: obesity, ageing, exercise referral and children's physical activity. This expertise informs the School's applied approach to Teaching and Learning and this programme follows that same philosophy, the programme aims to engage with the community and industry on all levels, allowing the student the opportunity to engage in 'real-world' activities, grounded by theory.

At the time of writing in 2014 the School of Sport and Exercise Science has performed exceptionally well on a number of key performance indicators. Our programmes have consistently scored well above average against other University and Sector averages for the National Student Survey in all areas, but notably in overall student satisfaction, academic support, teaching on my course, assessment and feedback and organisation and management. In addition students feel that the courses offered prepares them well for employment, evidenced by the excellent Destination of Higher Leavers Survey where 89% of graduates were in employment and 70% were in graduate level employment within six months of completing their programme, placing the School 11th in National

League tables for Graduate employability. The Physical Activity and Health Development programme aims to continue to contribute to this success.

Students will be given the option to undertake a non-credit bearing International Study Year between years two and three of the programme. Successful achievement of the study year will lead to students receiving the final award of BSc (Hons) Health and Exercise Science (International Study)

The Study Abroad module is optional for students within the School of Sport and Exercise Science. Study Abroad is a year-long module, which allows students to spend a year abroad in between their second and third year at Lincoln at one of the University 's approved partner institutions. Eligible students must have completed their second year of study to be eligible for the program.

The optional year abroad is intended to:

- enable students to benefit from studying within a cross cultural environment;
- expose students to a wider academic and cultural experience;
- enhance their future employment opportunities by increasing their cultural and professional mobility.

3.2 Aims and Objectives

The Physical Activity and Health Development programme aims to produce students that are best placed to contribute to the rising demand of employment, innovation and practice in the physical activity and health development sector. Graduates could potentially shape regional policy, programmes and infrastructure that will positively influence individual and population health. These aims will be achieved by a programme that:

- Inspires and empowers students to be confident and efficient in working with a broad array of issues in the physical activity and health development sector which address the determinants health (lifestyle, psycho-social aspects, environmental etc.).
- Develops an engaging student-centred curriculum, which is underpinned by 'real-world' theory driven research and taught by research-active teaching staff.
- Emphasises the development of practical skills from work experience and placements in applied settings that stimulate and challenge student's learning and development; creating highly employable graduates.

3.3 Variations to Standard Regulations and Guidance

NONE

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Demonstrate a critical understanding of issues relating to physical activity and health
- 2 Show an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to research and professional contexts within health and exercise science
- 3 Demonstrate an understanding of physical activity, health and exercise science through academic and professional practice
- 4 Apply research and problem-solving abilities by demonstrating critical understanding of methods of acquiring, interpreting and analysing information appropriate to physical activity, health and exercise science
- 5 Illustrate an understanding and critical awareness of the moral, ethical, environmental and legal issues which underpin best practice within the fields of physical activity, health and exercise science
- 6 Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media
- 7 Demonstrate an understanding of the philosophical basis of scientific paradigms and competence in scientific methods of enquiry, research, interpretation and analysis of relevant data and communication through appropriate technologies

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 8 Make effective use of knowledge and understanding of the disciplines underpinning human structure and function
- 9 Measure and evaluate the effects of exercise interventions on the individual
- 10 Evidence the skills required to measure, monitor and evaluate human responses to exercise.
- 11 Display an awareness of current government policy or professional body guidelines on the relevance of exercise to improve health

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 12 Provide a critical appreciation of the relationship health and physical activity interventions in a variety of participant groups. This may include special populations such as the elderly, disabled and children

- 13 Provide evidence of the ability to measure the components of health and physical activity, evaluate the responses to exercise and prescribe appropriate interventions.
- 14 Recognise and respond to: moral/ethical considerations; health and safety issues; prescription of physical activity; population differences; the role of education; health bodies in improving the health of the nation.
- 15 Display a critical appreciation on the integration of the factors involved in teaching, instructing and coaching

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 16 Apply a range of communication and presentation skills
- 17 Demonstrate competence in numeracy and C & IT skills.
- 18 Display interactive and group skills.
- 19 Apply problem solving skills in a variety of situations.
- 20 Evidence the ability to self-appraise and reflect upon practice.
- 21 Evidence the ability to plan and manage learning.
- 22 Engage in a cross-cultural learning environment that is outside of the student's home country

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategy adopted within the BSc (Hons) Physical Activity and Health Development programme is based on five elements: a focus on learning; clarity of intentions; flexibility of learning approaches; verification of outcomes; and continuing professional development for staff.

Students benefit from diverse delivery methods that accommodate various learning styles. The teaching and learning on the degree course is supported by a programme of tutorial support at all levels with additional support from Learning Resources and Student Support departments.

The tutorial programme titled 'Graduate Skills Development' is a compulsory non-credit bearing module, which provides traditional academic support through group and individual tutorials in addition to a number of key components at each level: at level 1 the focus is to assist the student's transition into higher education developing the required skills to study at this level, supporting the core delivery; at level 2 the focus is on 'employability' and requires the student to consider career options, reflect on their current skill set, action plan, prepare a curriculum-vitae / covering letter and for interview, all of which can contribute to the Lincoln Award which students will be encouraged to obtain; at level 3 the focus is on supporting the student to achieve their potential by providing a bespoke programme each year, featuring careers talks, guest lectures and guidance on applying for postgraduate / teaching qualifications.

Knowledge and understanding, subject-specific intellectual and practical skills and transferable skills aim to be developed progressively. Transferable skills are taught and developed through the tutorial programme within the core subject specific modules, the dedicated 'Research Skills' and 'Research Methods and Analysis' modules and the tutorial system. This approach allows the staff to deliver the underpinning skills necessary for successful undergraduate study whilst also developing the generic life skills required for employment.

Students have the opportunity to experience a variety of different teaching methods, lectures within a module will be supported with appropriate laboratory, practical workshops, seminar sessions and directed study to help reinforce underpinning theory. In addition to formal classroom delivery, modules will be assisted through access to specialist facilities and the interactive IT applications of the virtual learning environment blackboard, providing extensive support to the learning process. Furthermore the School embraces the Universities 'Student as Producer' philosophy, adopting an applied and research informed teaching perspective to teaching and learning. This approach has been highly praised by current and previous external examiners and greatly valued within module feedback by students. Staff employ a wide range of techniques to increase student engagement and develop research skills in lectures and seminars such as: the use of Blogs and Wikis to stimulate student debate and assess learning; the use of Problem Based Learning techniques to introduce scientific theories; and the use of students as 'producers' in seminars, practical laboratory sessions and assessments to help them towards becoming critical thinkers and independent learners.

Staff actively engage in staff development, research and consultancy to inform and underpin high quality delivery and help inform local and regional policy and initiatives. Examples of this include: sitting on the Lincolnshire Exercise Referral network; evaluating local and regional physical activity initiatives; presenting and publishing research nationally and internationally and obtaining internal university grants from the Fund for Educational Development and Undergraduate Research Scheme to develop innovative teaching, learning and research in the areas of student engagement and

employability. The student's experience and understanding is enhanced by the opportunity to assist staff within active consultancy and research projects and the facilitation of a variety of volunteer placements both internally within the School and with external partners and agencies in the local area.

5.2. Assessment Strategy

The assessment strategy implemented within the BSc (Hons) Physical Activity and Health Development programme adopts a variety of forms in order to reflect the differing specific and generic learning outcomes, the level of the module and is underpinned by the Universities Student as Producer philosophy. The course utilises a variety of formative assessments to enable the learner and tutors to monitor progression, examples of such assessments are simulation activities within the laboratory and field environment, tasks within lectures and seminars, small presentations and sample/ revision questions.

For students to achieve the wide range of programme outcomes in terms of knowledge and understanding, subject specific intellectual and practical skills and transferable skills and attributes, the assessment types are varied to meet the subject specific demands of each module. Overall a variety of coursework assessments are used including written assignments, portfolios, reports and portfolio media to provide evidence of vocational experience, oral and poster presentations, practical demonstrations, and formal written examinations. In addition to module specific learning outcomes the assessments will also assess the students developing transferable skills. The compulsory 'Research Skills' and 'Research Methods and Analysis' require students to develop portfolio's to demonstrate their application of transferable skills to subject specific modules, ensuring integration and continuity of the learning process.

Throughout the course, there is a clear progression in assessment complexity, content and style which differentiates levels 1, 2 and 3. In taught core modules the examination: coursework ratio is typically 50:50 throughout all levels. For each 30 credit point module, assessment can comprise a 2500 word assignment or 20 minute presentation and a 2 hour examination, at level 2 a 3000 word assignment or a 25 minute presentation and a 2.5 hour examination and at level 3, a 3500 word assignment or 30 minute presentation and a 3 hour examination. Where this ratio is not the case the overall volume of work is comparable between modules.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science (BSc) is 540.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 900.

Level 1

Title	Credit Rating	Core / Optional
Fundamentals of Human Physiology 2020-21	30	Core
Physical Activity and Public Health 2020-21	30	Core
Introduction to Psychological Principles. 2020-21	30	Core
Research Skills 2020-21	15	Core
Foundations in Human Nutrition 2020-21	15	Core

Level 2

Title	Credit Rating	Core / Optional
Health Psychology 2021-22	15	Core
Applied Health Physiology 2021-22	15	Optional
Applied Exercise Physiology 2021-22	15	Optional
Nutrition for Health and Performance 2021-22	15	Optional
Promoting Physical Activity and Health 2021-22	30	Core
Psychology of Physical Activity 2021-22	15	Core
Research Methods and Analysis 2021-22	15	Core
Study Abroad 2021-22		Optional
Exercise Instruction 2021-22	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Counselling and Guidance Skills 2022-23	30	Optional
Exercise Prescription for Health 2022-23	30	Optional
Special Populations 2022-23	30	Optional
Personal Training 2022-23	30	Optional
Community Health Development 2022-23	30	Optional
Dissertation 2022-23	30	Core
Advanced Sport and Exercise Nutrition 2022-23	30	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Foundations in Human Nutrition 2020-21	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fundamentals of Human Physiology 2020-21	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Introduction to Psychological Principles. 2020-21	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Physical Activity and Public Health 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Research Skills 2020-21				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Foundations in Human Nutrition 2020-21		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fundamentals of Human Physiology 2020-21	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Introduction to Psychological Principles. 2020-21	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Physical Activity and Public Health 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Research Skills 2020-21				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Applied Exercise Physiology 2021-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Applied Health Physiology 2021-22	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exercise Instruction 2021-22	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health Psychology 2021-22	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Nutrition for Health and Performance 2021-22			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Promoting Physical Activity and Health 2021-22	✓	✓		✓	✓	✓	✓	✓	✓			✓
Psychology of Physical Activity 2021-22	✓		✓						✓	✓		✓
Research Methods and Analysis 2021-22				✓	✓	✓	✓	✓		✓	✓	
Study Abroad 2021-22	✓	✓					✓	✓		✓		

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Applied Exercise Physiology 2021-22	✓			✓	✓		✓			
Applied Health Physiology 2021-22	✓	✓		✓	✓		✓			
Exercise Instruction 2021-22	✓	✓	✓	✓		✓		✓	✓	✓
Health Psychology 2021-22										
Nutrition for Health and Performance 2021-22		✓			✓		✓		✓	
Promoting Physical Activity and Health 2021-22	✓		✓		✓	✓		✓	✓	
Psychology of Physical Activity 2021-22				✓		✓			✓	
Research Methods and Analysis 2021-22		✓	✓	✓	✓		✓	✓	✓	
Study Abroad 2021-22				✓						✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Sport and Exercise Nutrition 2022-23	✓			✓	✓			✓	✓	✓		
Community Health Development 2022-23	✓			✓	✓	✓	✓			✓	✓	✓
Counselling and Guidance Skills 2022-23	✓		✓	✓	✓							✓
Dissertation 2022-23			✓	✓	✓	✓	✓					
Exercise Prescription for Health 2022-23	✓	✓	✓		✓			✓	✓		✓	✓
Personal Training 2022-23	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Special Populations 2022-23	✓	✓	✓					✓	✓	✓		✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22
Advanced Sport and Exercise Nutrition 2022-23		✓	✓				✓	✓	✓	

Community Health Development 2022-23		✓		✓	✓	✓	✓	✓	✓
Counselling and Guidance Skills 2022-23		✓		✓				✓	
Dissertation 2022-23				✓	✓		✓		✓
Exercise Prescription for Health 2022-23	✓	✓	✓	✓	✓	✓	✓	✓	
Personal Training 2022-23	✓	✓	✓	✓		✓	✓	✓	✓
Special Populations 2022-23	✓	✓	✓	✓		✓			

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Foundations in Human Nutrition 2020-21												
Fundamentals of Human Physiology 2020-21												
Introduction to Psychological Principles. 2020-21										50		
Physical Activity and Public Health 2020-21												50
Research Skills 2020-21												
	13	14	15	16	17	18	19	20	21	22	23	24
Foundations in Human Nutrition 2020-21												
Fundamentals of Human Physiology 2020-21		50										
Introduction to Psychological Principles. 2020-21												
Physical Activity and Public Health 2020-21												
Research Skills 2020-21												
	25	26	27	28	29	30	31	32	33	34	35	36
Foundations in Human Nutrition 2020-21									100			
Fundamentals of Human Physiology 2020-21								50				
Introduction to Psychological Principles. 2020-21							50					
Physical Activity and Public Health 2020-21					50							
Research Skills 2020-21							100					
	37	38	39	40	41	42	43	44	45	46	47	48
Foundations in Human Nutrition 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Applied Exercise Physiology 2021-22												
Applied Health Physiology 2021-22		100										
Exercise Instruction 2021-22												
Health Psychology 2021-22												
Nutrition for Health and Performance 2021-22												
Promoting Physical Activity and Health 2021-22			50									
Psychology of Physical Activity 2021-22												
Research Methods and Analysis 2021-22						50						
Study Abroad 2021-22												

	25	26	27	28	29	30	31	32	33	34	35	36
Applied Exercise Physiology 2021-22												
Applied Health Physiology 2021-22												
Exercise Instruction 2021-22									100			
Health Psychology 2021-22							100					
Nutrition for Health and Performance 2021-22								100				
Promoting Physical Activity and Health 2021-22									50			
Psychology of Physical Activity 2021-22				100								
Research Methods and Analysis 2021-22						50						
Study Abroad 2021-22												

	37	38	39	40	41	42	43	44	45	46	47	48
Applied Exercise Physiology 2021-22												
Applied Health Physiology 2021-22												
Exercise Instruction 2021-22												
Health Psychology 2021-22												
Nutrition for Health and Performance 2021-22												
Promoting Physical Activity and Health 2021-22												
Psychology of Physical Activity 2021-22												

Research Methods and Analysis 2021-22													
Study Abroad 2021-22													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Applied Exercise Physiology 2021-22													
Applied Health Physiology 2021-22													
Exercise Instruction 2021-22													
Health Psychology 2021-22													
Nutrition for Health and Performance 2021-22													
Promoting Physical Activity and Health 2021-22													
Psychology of Physical Activity 2021-22													
Research Methods and Analysis 2021-22													
Study Abroad 2021-22													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Sport and Exercise Nutrition 2022-23												
Community Health Development 2022-23												
Counselling and Guidance Skills 2022-23											30	
Dissertation 2022-23												
Exercise Prescription for Health 2022-23												
Personal Training 2022-23												
Special Populations 2022-23												
	13	14	15	16	17	18	19	20	21	22	23	24

Advanced Sport and Exercise Nutrition 2022-23				50								
Community Health Development 2022-23												50
Counselling and Guidance Skills 2022-23												
Dissertation 2022-23		20										
Exercise Prescription for Health 2022-23												
Personal Training 2022-23										50		
Special Populations 2022-23		40										

	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Sport and Exercise Nutrition 2022-23								50				
Community Health Development 2022-23												
Counselling and Guidance Skills 2022-23	40							30				
Dissertation 2022-23				80								
Exercise Prescription for Health 2022-23						50						
Personal Training 2022-23										50		
Special Populations 2022-23		60										

	37	38	39	40	41	42	43	44	45	46	47	48
Advanced Sport and Exercise Nutrition 2022-23												
Community Health Development 2022-23												
Counselling and Guidance Skills 2022-23												
Dissertation 2022-23												
Exercise Prescription for Health 2022-23												
Personal Training 2022-23												
Special Populations 2022-23												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34,
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						35)
Advanced Sport and Exercise Nutrition 2022-23						
Community Health Development 2022-23						50
Counselling and Guidance Skills 2022-23						
Dissertation 2022-23						
Exercise Prescription for Health 2022-23						50
Personal Training 2022-23						
Special Populations 2022-23						

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO1									
PO2									
PO3									
PO4									

PO5									
PO6									
PO7									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO1									

PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

Subject Specific Intellectual Skills

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO8									
PO9									
PO10									
PO11									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO8									
PO9									
PO10									
PO11									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO8									
PO9									
PO10									
PO11									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO8									
PO9									
PO10									

PO11									
	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO8									
PO9									
PO10									
PO11									
	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO8									
PO9									
PO10									
PO11									
	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO8									
PO9									
PO10									
PO11									
	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO8				✓					
PO9					✓				
PO10						✓			
PO11									
	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO8									
PO9									
PO10									
PO11		✓							
	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08

PO8									
PO9									
PO10									
PO11									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO8									
PO9									
PO10									
PO11									

Subject Specific Practical Skills

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO12									
PO13									
PO14									
PO15									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO12									
PO13									
PO14									
PO15									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO12									
PO13									
PO14									
PO15									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO12									
PO13									
PO14									
PO15									
	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO12									
PO13									
PO14									
PO15									
	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO12									
PO13									
PO14									
PO15									
	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO12									
PO13									
PO14									
PO15									
	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO12							✓		
PO13									
PO14									
PO15									
	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO12									
PO13			✓						

PO14				✓					
PO15	✓								

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO12									
PO13									
PO14									
PO15									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO12									
PO13									
PO14									
PO15									

Transferable Skills and Attributes

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO16									
PO17									
PO18									
PO19									

PO20									
PO21									
PO22									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO16									

PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO16									
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PO22									

Appendix IV: Benchmark Benchmark Statement(s)

Event01 - *Explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of events from a range of critical perspectives.*

Event02 - *Display an insight into the structure of event providers and their sectors, and analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for, events.*

Event03 - *Analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events.*

Event04 - *Demonstrate a critical awareness and understanding of how core values, for example, ethics, integration, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.*

Event05 - *Demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, implementation, event and closure.*

Event06 - *Operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources.*

Event07 - *Display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management.*

Event08 - *Plan, control, analyse and evaluate events, support service provision and their logistics.*

Event09 - *Design events, including the programming of spectacle, exhibition, ritual, performance and hospitality.*

Event10 - *Engage with, contribute to and produce events, based on an acquisition and understanding of appropriate vocabularies, skills, working methods and professional business communications.*

Event11 - *Analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behaviour theories and concepts.*

Event12 - *Generate creative ideas/concepts, proposals, pitches and solutions to meet differing needs.*

Event13 - *Analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organisation.*

Event14 - *Evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups.*

Event15 - *Demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination.*

Event16 - *Evaluate the contribution and impacts of events in social, economic, environmental,*

political, cultural, technological and other terms.

Event17 - *Appreciate the ethical and sustainability issues associated with the operation and development of events.*

Event18 - *Write and critique event plans, event strategies and to recognise and meet the needs of specific stakeholders.*

Event19 - *Critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of, or the training of practitioners in events.*

Event20 - *Demonstrate a critical awareness and appreciation of existing and emerging standards, policies, initiatives, frameworks and contemporary issues.*

Hosp01 - *Critically reflect upon the origin, meanings and development of hospitality.*

Hosp02 - *Analyse and reflect on the different cultural concepts of hospitality.*

Hosp03 - *Demonstrate a critical awareness of the boundaries of hospitality.*

Hosp04 - *Operate and manage human and technical resources*

Hosp05 - *Apply theory to the solution of complex problems within the core areas of hospitality.*

Hosp06 - *Analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation.*

Hosp07 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: operations management.*

Hosp08 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: finance and management accounting.*

Hosp09 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: human resources and organisational behaviour.*

Hosp10 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: services marketing.*

Hosp11 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: information systems and technology.*

Hosp12 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: strategic management.*

Hosp13 - *Display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy.*

Hosp14 - *Analyse and reflect upon the environmental influences which impact on hospitality*

organisations.

Hosp15 - *Evaluate the factors which influence the development of organisations operating within the hospitality industry.*

Hosp16 - *Review and analyse the political, technological, social and economic factors which affect the supply of and demand for hospitality.*

Hosp17 - *Understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context.*

Hosp18 - *Analyse the needs and expectations of different hospitality consumers and develop appropriate responses.*

Hosp19 - *Analyse the quality of the service encounter and its impact on the hospitality consumer and the service provider.*

Hosp20 - *Able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as: hospitality consumers, hospitality employees, hospitality organisations, government and external agencies.*

KNUS01 - *research and assess paradigms, theories, principles, concepts and factual*

KNUS02 - *critically assess and evaluate evidence in the context of research methodologies*

KNUS03 - *critically interpret data of different kinds and appraise the strengths and*

KNUS04 - *describe, synthesise, interpret, analyse and evaluate information and data relevant*

KNUS05 - *plan, design, execute and communicate a sustained piece of independent*

KNUS06 - *apply knowledge to the solution of familiar and unfamiliar problems*

KNUS07 - *develop a sustained reasoned argument, perhaps challenging previously*

KNUS08 - *demonstrate effective communication and presentation skills*

KNUS09 - *work effectively independently and with others*

KNUS10 - *take and demonstrate responsibility for their own learning and continuing*

KNUS11 - *self-appraise and reflect on practice*

KNUS12 - *plan, design, manage and execute practical activities using appropriate*

KNUS13 - *recognise and respond to moral, ethical, sustainability and safety issues which*

KNUS14 - *undertake fieldwork with continuous regard for safety and risk assessment.*

Leis01 - *Demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets.*

Leis02 - *Critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation.*

Leis03 - *Evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups.*

Leis04 - *Critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context.*

Leis05 - *Analyse and reflect upon the environment in which leisure operations take place.*

Leis06 - *Review and analyse the political and economic factors which affect the supply of, and demands for, leisure.*

Leis07 - *Critically reflect on the nature of policies for leisure across sectoral and administrative boundaries.*

Leis08 - *Critically evaluate the role and impact of global and local leisure structures and organisations.*

Leis09 - *Operationalise concepts of social, public and business policy and critically analyse their role in leisure supply.*

Leis10 - *Write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities.*

Leis11 - *Critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure.*

Leis12 - *Able to employ a range of 'leisure specific' facilitation skills in the promotion of professional practice, including being able to: critically reflect upon what it means to work in leisure, evaluate the impact and role of leisure events in everyday...*

Sport01 - *Making effective use of knowledge and understanding of the disciplines underpinning human structure and function.*

Sport02 - *Appraising and evaluating the effects of sport and exercise intervention on the participant.*

Sport03 - *Showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise.*

Sport04 - *Providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.*

Sport05 - *Monitoring, analysing, diagnosing and prescribing action to enhance the learning and*

performance of the component elements of sport.

Sport06 - *Showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings.*

Sport07 - *Displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.*

Sport08 - *Displaying an awareness of current government policy on disease prevention and the relevance of exercise.*

Sport09 - *Showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions.*

Sport10 - *Displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.*

Sport11 - *Displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these.*

Sport12 - *Employing social, economic and political theory to explain the development and differentiation of sport throughout society.*

Sport13 - *Demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.*

Sport14 - *Understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events.*

Sport15 - *Employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.*

Sport16 - *Demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.*

Tour01 - *Understand and appreciate the potential contributions of disciplines that help to explain the nature and development of tourism.*

Tour02 - *Explain and challenge theories and concepts which are used to understand tourism.*

Tour03 - *Explain and challenge the definitions, nature and operations of tourism.*

Tour04 - *Demonstrate an understanding of the domestic and international nature and dimensions of tourism.*

Tour05 - *Utilise a range of source material in investigating tourism.*

Tour06 - *Demonstrate an awareness of the dynamic nature of tourism in modern societies.*

Tour07 - *Understand the intercultural dimensions of tourism.*

Tour08 - *Be able to explain the patterns and characteristics of tourism demand and the influences on such demand.*

Tour09 - *Have an understanding of the ways in which tourists behave at destinations.*

Tour10 - *Understand the cultural significance of tourism for tourists and societies.*

Tour11 - *Demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities.*

Tour12 - *Evaluate the factors that influence the development of organisations operating in tourism.*

Tour13 - *Analyse relations between consumers of tourism and the providers of tourism services.*

Tour14 - *Being able to evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms.*

Tour15 - *Having an understanding of, and being able to evaluate, the approaches to managing the development of tourism through concepts of policy and planning.*

Tour16 - *Appreciating the ethical issues associated with the operation and development of tourism.*

Tour17 - *Having an understanding of the issues and principles of sustainability and social responsibility in the context of tourism.*