

Programme Specification

1	Awarding Institution/Body	Luminate Education Group																		
2	Delivery Location(s)	University Centre Leeds																		
3	Programme Externally Accredited by (e.g., PSRB)	N/A																		
4	Award Title(s)	BSc (Hons) Sports Performance and Exercise Science																		
5	UCAS Code	C600																		
6	Apprenticeship	N/A																		
7	HECoS Code and Description	100433 - Sport and Exercise Sciences																		
8	Mode of Attendance	Full Time - Face to face taught, 3 Year																		
9	Relevant QAA Subject Benchmarking Group(s)	Events, Hospitality, Leisure, Sport and Tourism November 2019 Sport & Exercise Science (New Statement)																		
10	Relevant Additional External Reference Points	n/a																		
11	Date of Approval/ Revision	September 2026																		
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others) <u>Undergraduate (Hons) Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th><th style="width: 40%;">Typical offer</th><th style="width: 30%;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td><td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td><td>16 UCAS tariff points from one A-level (or an equivalent qualification) in a relevant subject</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria</td></tr> <tr> <td>Mature applicants:</td><td colspan="2"> University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i> </td></tr> <tr> <td>RPL claims:</td><td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)</td></tr> </tbody> </table> <u>Additional entry criteria</u>			Typical offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification) in a relevant subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>		RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)	
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	GCSE English: Desirable but not essential	English Language Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.													
	NVQ Level 3	Pass													
	References:	An appropriate reference required.													
13	Educational Aims of the Programme The BSc (hons) Sports Performance and Exercise Science programme aims to develop a comprehensive understanding of the underpinning scientific principles of sports performance, physical activity and health. Knowledge will be gained across physiology, psychology and nutrition to understand how the body adapts to training and exercise. The course has a strong focus on the application of theory to practice through performance analysis and evidence-based methods, whilst developing key transferable skills of using technology to gather and manage data, communication and organisation essential when working with individuals or teams. The programme prepares graduates for diverse careers in sports performance, fitness and conditioning and health promotion, supporting professional development and ethical practice. The overall aims of the programme are to: 1. Provide a challenging, high-quality and research-informed vocational programme in the sports performance and exercise sector. 2. Develop lifelong, independent, and reflective graduates. 3. Produce capable and well-rounded graduates with the experience, knowledge, and skills to succeed in the sports performance and exercise industries. 4. Enable students to critically analyse theories and concepts relevant to sports performance and exercise, including common approaches to promoting health benefits. 5. Promote a holistic approach to lifestyle management with athletes, teams, and individuals across sport and exercise industries. 6. Develop an understanding of the training demands of sport performance and exercise industries.														
14	Programme Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: Knowledge and Understanding <table><tr><td>K1</td><td>Critically analyse theories, concepts or principles influencing Sports Performance and Exercise</td><td></td></tr><tr><td>K2</td><td>Critically evaluate appropriate information or data to address complex problems within Sports Performance and Exercise</td><td></td></tr></table> Cognitive/Intellectual Skills <i>(insert additional rows as necessary)</i> <table><tr><td>C1</td><td>Display a critical understanding of current research to enhance sports and exercise performance.</td><td></td></tr><tr><td>C2</td><td>Reflect critically on own development and practice</td><td></td></tr></table> Professional Skills			K1	Critically analyse theories, concepts or principles influencing Sports Performance and Exercise		K2	Critically evaluate appropriate information or data to address complex problems within Sports Performance and Exercise		C1	Display a critical understanding of current research to enhance sports and exercise performance.		C2	Reflect critically on own development and practice	
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	P1	Effectively employ specialist techniques and working methodologies to enhance sport performance	
	P2	Work independently with limited supervision and direction within professional guidelines	
	P3	Analyse the impact and application of current approaches in the Sports Performance and Exercise industries	
	P4	Critically evaluate planning skills used to understand the needs of the participant	
Key Transferable Skills			
	T1	Communicate clearly and effectively in a range of contexts	
	T2	Present arguments effectively to a range of audiences	
	T3	Solve problems by creating innovative solutions	
	T4	Effectively collect and manage information or data to prepare for analysis from a range of sources	
	T5	Critically analyse data to create informed judgments and effective decisions	
15	Key Learning & Teaching Strategy and Methods The teaching and Learning strategy for the BSc (Hons) Sports Performance programme is designed to develop confident, reflective and work-ready sports performance practitioners through a strong link between theory and practice. Teaching staff model professional and coaching behaviours within taught sessions, allowing students to observe, practice and reflect on the skills required in industry situations., Learning is structured around applied and practical case studies, which enables students to develop decision making, communication and problem solving skills within a supported setting. A flipped learning approach to delivery, supported by the VLE (Blackboard), allows learning to be adapted to diverse academic backgrounds, experiences and learning needs of the student cohorts, As the students' progress through the BSc (hons) Sports Performance and Exercise Science programme, teaching becomes increasingly applied and student led, supporting the development of independence, critical thinking and professional competence required for employment or further study. A range of innovative and appropriate teaching and learning methods will be used to deliver the module content that inspires students to reflect on the approaches that applies to a student's own journey. In all modules, learning will be supported through use of the VLE where materials, supporting documents, links, tasks and articles will be made available and used as formative assessment. Taught sessions will use contemporary digital technologies to impart knowledge of key theories and concepts interactively. Seminars will be used to extend the discussion to enhance critical thinking and individualise application to the students' interests. Practical workshop sessions will develop essential skills related to teaching and coaching; personal experiences gained through the personalised work experience element will be analysed with critical self-reflection to ensure a deeper understanding of industry specific competencies. Teaching workshops will be used to enhance engagement through peer review of practical activities and teaching sessions, reviews of real-life case studies, research, presentations, reflections, and podcasts. As the course progresses through the levels the approach to teaching and learning becomes increasingly applied, with the development of increased critical thinking and independence across knowledge, practical and transferable skills. Where possible and applicable, guest speakers will be used to further enhance the learning strategy. In addition to the bookable 1:1 support session which will be accessible to all learners. These provide opportunities to further develop academic and professional skills. The programme will include a bespoke induction to ensure that all students whether progressing internally or externally will have the necessary information to begin the programme.		

	At Level 4 the teaching and learning strategy employs a mixture of interactive methods designed to build a strong foundation of scientific knowledge and underpinning practical and professional skills. The primary mechanism for introducing and explaining key theories and concepts will be through digitally supported lectures and interactive discussion sessions. An emphasis is placed on practical skill development through workshops, demonstrations, guided practice and using testing equipment and analysis tools supported with peer and tutor feedback. Learning throughout will be contextualised through real world examples, case studies and guest speakers to prepare for the application and development of deeper knowledge at Level 5. At Level 5 the teaching and learning strategy builds upon the foundational knowledge established at Level 4 by increasing the complexity and applied nature of learning. With developing the transition from understanding underpinning theories to application, refinement, and independent skill development. Interactive lectures, seminars and practical workshops and supported with digital technology to facilitate deeper engagement especially in Sport and Exercise Rehabilitation, Performance Analysis in Sport and Exercise and Strength and Conditioning. Workshops and Practical Sessions are used to allow students to practice and refine their abilities in real-world contexts, including practical skill development in nutritional assessment techniques and intervention planning, practising data collection techniques in Independent Study, and refining the ability to plan and lead physical training sessions in strength and conditioning and Energy Metabolism and Bioenergetics. At Level 6 the teaching and learning strategy builds directly on the theories and applied skills developed in Levels 4 and 5, the learning shifts to demand critical thinking and the ability to independently execute more complex, integrated tasks, further developing real-world professional standards, assisting students to become independent practitioners or researchers. The Applied Performance Planning module require a synthesis of knowledge across multiple disciplines (e.g. Anatomy and Physiology, Psychology, Nutrition and Strength and Conditioning. to develop integrated performance plans. The Independent Research Project module is the final drive to independence, requiring students to transition from practising Independent Study(Level 5) to designing, executing, analysing, and presenting a substantial piece of original research, with 1:1 project supervisor meetings replacing generic classroom instruction, providing focused, tailored support for ethical considerations, methodology execution, and data analysis—a crucial model for future postgraduate study or professional work. Practical workshops in Applied Physiology in Sport and Exercise culminate in the ability to develop, implement, and evaluate complete training programs for diverse, specialised sports, demonstrating comprehensive professional skills.
16	Key Assessment Strategy and Methods Assessment and learning activities encourage students to evaluate strategies aimed at increasing activity levels within communities, while also considering barriers to engagement such as socioeconomic factors, accessibility, and cultural influences. This approach ensures that graduates develop the knowledge and applied skills required to contribute to initiatives that promote active lifestyles and improve population health, reflecting the priorities set out within the national sport and physical activity strategy. The assessments within the programme have been designed to emulate the requirements of employment in the sports and exercise industry and to assess students' competence in the skills needed for applying scientific principles to practical delivery and planning. The assessment process has been an essential element of the programme design, which aims for students to demonstrate industry required competence in practical sessions, yet the academic dexterity to formulate, research and problem solve and to be able to communicate in a written or verbal manner.

At each level the module assessment tasks have been clearly aligned to ensure that the programme learning outcomes are covered at least twice, the assessments have been designed to ensure that they are varied and relevant to the skills and knowledge being assessed.

Formative assessments are embedded throughout the degree programme and are designed to support student learning, skill development, and preparation for summative assessments. Students will engage in a range of scaffolded activities including practical tasks, workshops, quizzes group discussions, presentations, reflective exercises, peer-reviewed activities, and draft assignment submissions that provide opportunities for feedforward feedback.

At level 4, formative assessments focus on developing the foundational knowledge, practical competence, and academic skills required, through activities such as laboratory practical's, equipment familiarisation, applied exercises, movement observations, and reflective logs. At level 5 this is progressed where formative assessments place more emphasis on data analysis, interpretation, and professional communication through workshops, project proposals, case studies, presentations, and peer-to-peer assessments. At level 6, formative assessments prioritise independent learning skills, confidence, critical evaluation, and professional practice through developing a research project, entrepreneurial skills, and applied work as a sport and exercise science practitioner.

Formative feedback is provided to students throughout sessions, enabling them to reflect on their progress, address areas for further development, and prepare for their summative practitioner work.

Assessment across the programme is deliberately scaffolded to support the progressive development of knowledge, practical competence and professional skills, ensuring that graduates are prepared for employment within the sports performance and exercise science sector. Within Level 4, the assessments focus on establishing core academic, practical and professional foundations. Modules such as Anatomy and Physiology and Principles of Psychology assess students' understanding and application of key scientific principles, whilst Practical Methods in Sport and Exercise and Principles of Biomechanics in Sport and Exercise introduce assessed practical delivery, reflection and professional behaviours, developing fundamental skills, communication and professional conduct that underpin progression to applied practice.

Within Level 5, assessment increases in complexity and applied focus. With modules such as Sport and Exercise Rehabilitation, Performance Analysis in Sport and Exercise and Strength and Conditioning require students to apply theory to performance contexts through case studies, applied reports, practical planning and delivery-based assessments. Independent Study links academic learning to practical testing and research methods seen at Level 4, with assessment centred on applied problem solving and evidence drawn from industry experience. Independent Study further develops research skills through assessed data collection, analysis and methodological decision making, preparing students for independent research at Level 6.

At Level 6, assessments require students to critically evaluate knowledge and skills developed across earlier levels to operate with much greater independence. Applied Performance Planning assesses the design, justification and evaluation of integrated performance plans, drawing on prior learning across psychology, physiology, nutrition and strength and conditioning. Applied Physiology in Sport and Exercise focuses on the planning, delivery and evaluation of complete training programmes for specific populations, demonstrating professional competence. The Independent Research Project module represents the culmination of the assessment strategy, requiring students to independently design, conduct and present original research, building directly on skills developed throughout Research Methods at Level 4 and Independent Study at Level 5, while Sport Business and Entrepreneurship support employability through applied professional and enterprise focused assessment.

The summative assessment criteria are clearly explained for students in the module handbooks, with a detailed assessment brief contextualising the assessment process and where to submit completed assessments. All learning outcomes are assessed through summative assessment, and students will receive their feedback and grading within three weeks. Tutors, explain the learning outcomes to students

	and the method of assessment and marking criteria to ensure clarity and to establish alignment of assessment. In preparation for the summative assessments, formative assessment and draft submissions are used to ensure effective developmental feedback is given to the students to facilitate opportunities to improve their work prior to submission for summative assessment. The timing of assessments is planned to ensure that students are not overloaded at any points during the year, all modules will have regular check-in points especially those with larger assessments, e-portfolio or projects to ensure that students gain feedback and remain on track at key points in the year. The assessment strategy supports the development of ongoing development of independence through the course. The programme utilises a broad range of assessment types designed to reflect the demands of employment within the sports performance and exercise science industry. These include practical assessments, performance planning tasks, analysis of case studies, applied reports, research projects and professional discussions. These assessments formats are important as they mirror the types of tasks graduates will be expected to undertake within the workplace, such as designing training programmes, analysing performance data, justifying interventions, communicating with student athletes and colleges and reflecting on professional practice. Written assessments develop the ability to interpret research and communicate evidence-based decisions, whilst, practical presentation-based assessments develop confidence, leadership, communication and applied decision-making skills. Across the 3 levels, the assessments increase in complexity and independence. At Level 4, tasks focus on developing core academic writing, structured practical delivery and presentations. At Level 5, the assessments become more applied with scenario-based case studies, requiring greater interpretation of data and applied problem solving. By Level 6, students are expected to synthesise knowledge across disciplines, produce professional standard outputs and demonstrate independent judgement through performance planning and their Independent Research Project. This progression ensures graduates leave the programme with the competence, confidence and practical experience required for professional roles within the Sport Performance and Exercise industry.
17	Industry Specific Skills Development The <i>BSc (hons) Sports Performance and Exercise Science</i> programme is designed to ensure that students progressively develop the industry-specific skills, professional behaviours, and practical experience needed to succeed in diverse roles within the sports, exercise, and fitness sectors. Modules such as <i>Research Methods, Anatomy and Physiology</i>, and <i>Principles of Psychology in Sport and Exercise</i> embed theoretical concepts while integrating opportunities for students to engage in small-scale practical tasks and group activities that mirror real workplace skillsets. At this stage, students will develop industry specific skills such as effective communication, time management, teamwork, and reflective practice through structured workshops, tutorials, and peer feedback exercises. In Year 2 (Level 5), students extend and apply these skills in more complex and real-world contexts. Modules like <i>Sport and Exercise Rehabilitation, Energy Metabolism and Bioenergetics</i> and <i>Strength and Conditioning</i> require students to plan, deliver, and evaluate activities and interventions similar to those used by industry professionals. These modules will also allow the development of skills such as designing evidence-based programmes and analysing dietary intake and critiquing return to play protocols which are essential in several related job roles. By Year 3 (Level 6), students are expected to demonstrate a high level of autonomy and professionalism. The Independent Research Project will enable them to address industry-relevant questions, often in collaboration with industry partners where appropriate. Advanced modules such as <i>Applied Performance Planning, Applied Physiology in Sport and Exercise</i> and <i>Health and Wellbeing</i> require students to integrate

	and apply theoretical knowledge to solve complex problems and deliver solutions that mirror professional practice. Throughout these modules students will prioritise their practical skills to culminate in the dissertation based on their identified career trajectory. . In Applied Physiology in Sport practical learning from the previous years is consolidated to enable the students to apply their learning to workplace scenarios. Throughout the programme, employers and industry partners will contribute to learning through guest lectures. Clear agreements and regular communication will ensure that employers understand the programme aims and the support students need. Where appropriate, employers will contribute formative feedback to help assess students' practical and professional skills. There will be opportunities for students to be co assessed on their summative assessments by external industry experts to ensure that they are meeting expectations and to build relationships in the workforce.
18	Transferable Skills Development The <i>BSc (Hons) Sports Performance and Exercise Science</i> programme has been purposefully designed to develop a broad range of transferable skills and professional behaviours that equip graduates for success not only in sports performance and exercise but across diverse roles in the wider sports, health, and wellbeing sectors. Students will develop fundamental transferrable skills, such as effective communication, time management, teamwork, and reflective practice through structured workshops, tutorials, and peer feedback exercises throughout the programme. These skills ensure that graduates leave with the confidence and adaptability to thrive in employment or further study. These skills also align with the CASES accreditation criteria which is a strong industry lead in this area. CASES expect their successful applicants to provide evidence of their skills and knowledge in over 10 categories with an expectation that they meet them safely and effectively. This degree programme aims to support learners to do this by promoting the 10 areas from scientific knowledge through to professional relationships and behaviours throughout the modules and levels. This will be achieved through lesson content where students will gain skills and knowledge around practical delivery and transferable skills such as teamwork and communication through group work, peer feedback and group practical sessions. Effective communication underpins all aspects of Sports Performance and Exercise Science delivery. Across all three years, students develop their communication skills in a variety of contexts, such as presentations, working in a team, working with a client as well as developing written communication skills. At Level 4, modules such as Principles of Biomechanics in Sport and Exercise s and Principles of Psychology in Sport and Exercise provide opportunities for students to practice clear, audience-appropriate communication through presentations, group discussions, and peer feedback activities In Principles of Biomechanics in Sport and Exercise where students are going to prepare and deliver a poster presentation which will require good communication skills which will need to be audience appropriate and in Task 1 of Psychology where they will have to manage their own time effectively At Level 5, modules such as Sport and Exercise Rehabilitation, Independent Study, and <i>Strength and Conditioning</i> require students to adapt their communication style for different audiences, from clients and athletes to colleagues and industry professionals. Students learn to justify decisions and present practical sessions with confidence. They will enhance these skills in Task 1 of Sport and Exercise Rehabilitation through working with a client and delivering a practical session to them, following on from this in Task 2 they will justify their decisions. These skills will also be enhanced in Task 1 of Nutrition where students will be tasked with conducting an industry-based client consultation around needs and developments. In Task 2 of Strength and Conditioning the students will plan and lead a practical session with a client embedding communication skills.

By Level 6, students are expected to communicate complex ideas clearly and professionally. The Independent Research Project and *Applied Performance Planning* modules require students to present research findings, defend arguments, and discuss solutions with industry relevance.

Upon completion of Level 6 students will be competent communicators with varied populations and in planning programmes for differing needs. The modules over the 3 years aim to embed safe practice including how to effectively and safely use practical equipment and how to ethically conduct a needs analysis. These skills will be evident in modules at Level 4 such as Practical Methods and Research Methods, at Level 5 in Sport and Exercise Rehabilitation and Nutrition and at Level 6 in Applied Performance Planning and Applied Physiology in Sport and Exercise where students will be expected to perform practical testing safely and create plans to meet individual needs and meet industry standards.

Written communication is embedded throughout, from reflective logs and research reports to business plans developed in *Business and Entrepreneurship* and evidence-based practice explored in *Health and Wellbeing*. Communication is one of the core accreditation criteria for CASES and as such is embedded in every level and particularly at Level 6.

Teamwork is essential in the sports and exercise industry. In Year 1, students work together in group projects and seminar tasks to develop cooperative skills and learn to share responsibility. Modules such as *Anatomy and Physiology* and Practical Methods in Sport and Exercise build this foundation through collaborative tasks.

At Level 5, students participate in practical workshops and coaching sessions, working in pairs or small groups to design and deliver sessions, analyse performance, and provide peer feedback — for example in *Strength and Conditioning*, Sport and Exercise Rehabilitation Nutrition for Sport and Exercise and Performance analysis in sport and exercise where students will work in pairs/small groups to produce work of a high quality.

At Level 6, students demonstrate independence while continuing to collaborate with peers, tutors, and external partners. For example, students undertaking their *Individual Research Project* may work with sports teams or community organisations, developing professional working relationships and negotiating access to data.

Being able to analyse problems, evaluate evidence, and make sound decisions is fundamental to sports performance roles. At Level 4, students begin to develop these skills by interpreting research and case studies in Principles of Psychology in Sport and Exercise and *Anatomy and Physiology*.

At Level 5, modules such as Energy Metabolism, Bioenergetics and *Strength and Conditioning* push students to apply theories in real-world contexts, adjusting plans for different client needs and performance goals. Students critically reflect on practice in Independent Study, identifying solutions and justifying decisions.

At Level 6, critical thinking is embedded in advanced modules like *Applied Performance Planning*, where students design performance strategies, analyse data, and adapt plans in response to real-world constraints. The Independent Research Project demands independent problem-solving to address relevant industry issues.

Graduates in sports performance need to confidently use technology to collect, interpret, and communicate information. From Level 4, students access the VLE and online learning packages to develop digital learning skills.

At Level 4 in Practical Methods students will learn how to perform fitness tests and use biomechanical analysis software which will embed this knowledge of digital literacy.

	Modules like Independent Research Project and Applied Performance Planning teach students to use contemporary digital tools for performance monitoring, data analysis, and reporting. The Independent Research Project at Level 6 consolidates these skills as students design and conduct independent research, analyse findings, and present data using industry-standard methods. Throughout the programme, students are encouraged to reflect on their strengths and areas for growth. In Level 4 Research Methods introduces students to goal setting and reflective writing. Level 5's Sport and Exercise Rehabilitation and Strength and Conditioning allow students to develop communication and work-based skills through practical assessments that are reflective of a workplace. At Level 6, students are expected to show professional self-awareness and critically reflect on their performance through advanced modules like Applied Performance Planning through their Independent Research <i>Project</i>. Students develop entrepreneurial thinking through modules like Business and Entrepreneurship at Level 6, where they explore the commercial side of sport, develop business plans, and pitch ideas. This supports graduates who wish to establish themselves as freelance trainers or performance consultants. The programme embeds learning related to physical activity promotion and behaviour change, particularly through modules such as Health and Wellbeing, where students examine the social, psychological, and environmental determinants of inactivity. Students will critically analyse factors influencing participation and explore evidence-based strategies designed to increase physical activity engagement, aligning with current priorities within the sport, exercise, and public health sectors.
19	Sustainability The regional labour market further supports the relevance of the programme. Within West Yorkshire, approximately 1.1% of jobs are attributed to core roles associated with sport and physical activity, including coaching, leisure and sport management, and physiotherapy. When considering the wider sport and physical activity sector, the workforce is estimated to comprise around 65,000 jobs, representing approximately 6.3% of the regional workforce. This highlights the significance of the sector as a source of employment opportunities for graduates. Careers in sport in the region are sustainable, with opportunities for graduates from this programme to work across the region. Leeds has the highest overall level of employment within Department for Digital, Culture, Media and Sport (DCMS) sectors across the five West Yorkshire local authorities, with approximately 83,000 jobs. This is more than double the employment levels reported in neighbouring authorities such as Bradford (36,000) and Kirklees (32,000), demonstrating the city's importance as a regional hub for sport, health, leisure, and associated industries. At a wider regional level, the sport sector within Yorkshire and the Humber has contributed approximately £1.6 billion to gross value added (GVA) in England since 2000. This economic contribution further demonstrates the importance of sport and physical activity within the regional economy and reinforces the need for graduates equipped with the skills required to support sector growth, promote public health, and contribute to industry development. The programme has also been designed in alignment with the strategic priorities outlined in Sport England's ten-year strategy, Uniting the Movement, which aims to transform lives and communities through sport and physical activity. The strategy identifies five key priorities: recovering and reinventing the sport and physical activity sector following recent societal challenges, connecting communities, creating positive experiences for children and young people, supporting health and wellbeing, and developing active environments that encourage participation. The curriculum has been designed to reflect and respond to these priorities. Modules such as Health and Wellbeing and Principles of Physical Activity and Wellbeing provide students with the opportunity to critically explore the social, behavioural, and environmental factors that influence participation in physical

activity. Through these modules, students examine the role of sport and physical activity in supporting community development, improving health outcomes, and addressing inequalities in participation.

The BSc (hons) Sports Performance and Exercise Science programme embeds sustainability throughout the curriculum to ensure students develop the awareness, knowledge and skills needed to support a more sustainable sports sector. The programme aligns with regional and national priorities (e.g. Sport England's *Uniting the Movement* strategy, and the wider Higher Education sector sustainability goals).

Across all three years of study, students are encouraged to critically reflect on how sustainable practice can be integrated into their work as future sport and exercise professionals.

At Level 4, modules such as Practical Methods in Sport and Exercise and Physical Activity and Wellbeing introduce students to safe and efficient facility management, and the role of sport in promoting sustainable health behaviours across communities.

At Level 5, students develop this further through Sport and Exercise Rehabilitation and Independent Study modules, which emphasise sustainable coaching and training practices, responsible use of sports facilities, and the ethical and environmental considerations linked to delivering community and performance programmes. Students also explore how to minimise waste and energy use when planning training sessions and events.

At Level 6, the Health and Wellbeing module supports students to critically examine sustainable models for promoting lifelong physical activity and community wellbeing, considering low-carbon approaches to delivering sport and exercise in local communities. Students are encouraged to evaluate exercise interventions that reduce reliance on resource-intensive facilities and promote outdoor and green exercise where appropriate.

The Dissertation module allows final year students to investigate a topic of their choice, providing the opportunity to examine sustainability issues within sports performance, for example, sustainable kit and equipment choices, travel footprint reduction in performance sport, or strategies for minimising environmental impact in community fitness initiatives.

Through this progressive, embedded approach, the programme ensures graduates are prepared to contribute to a more sustainable sports performance and exercise industry, in line with local, regional and national priorities for environmental responsibility and healthy, sustainable communities.

Career sustainability and employability are embedded throughout Levels 4–6 of the programme. Students will progressively develop industry-relevant knowledge, skills, and professional behaviours aligned with contemporary practices within the sport, exercise, and performance sectors. Digital capability is integrated across the curriculum using sector-relevant technologies, ensuring that students engage with tools and methods commonly utilised within professional environments. In the work-related modules students will explore careers in sports, both as an employee, and working as a freelancer and learning entrepreneurial and enterprising skills, alongside self-promotion and developing a sports brand. This will support the graduates to develop sustainable careers and will be responsive to changes in the industry and adaptable to new technologies.

Continuing Professional Development (CPD) is promoted throughout the programme to encourage students to engage in reflective practice and to take ownership of their professional development. Through structured career development workshops, students will be supported to identify, articulate, and evidence the knowledge, skills, and experiences that enhance their employability and enable them to differentiate themselves within competitive graduate employment markets.

Student wellbeing and professional resilience are also emphasised within the curriculum. Modules such as Health and Wellbeing and Sport and Exercise Rehabilitation encourage students to reflect on their own physical and psychological wellbeing and to recognise the importance of maintaining personal health and

	professional sustainability within the sport and exercise industry. This focus supports the development of graduates who are prepared for long-term engagement and progression within the sector.
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Programme Modules				
Level 4				
Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
	Physical Activity and Wellbeing	20	Core	Compensatable
	Principles of Psychology in Sport and Exercise	20	Core	Compensatable
	Anatomy and Physiology	20	Core	Compensatable
	Research Methods	20	Core	Compensatable
	Practical Methods in Sport and Exercise	20	Core	Compensatable
	Principles of Biomechanics in Sport and Exercise	20	Core	Compensatable
Level 5				
Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
	Sport and Exercise Rehabilitation	20	Core	Compensatable
	Performance Analysis in Sport and Exercise	20	Core	Compensatable
	Nutrition in Sport and Exercise	20	Core	Compensatable
	Independent Study	20	Core	Compensatable
	Energy Metabolism and Bioenergetics	20	Core	Compensatable
	Strength and Conditioning in Sport and Exercise	20	Core	Compensatable
Level 6				
Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
	Independent Research Project	40	Core	Non-Compensatable
	Applied Performance Planning	20	Core	Compensatable
	Health and Well Being	20	Core	Compensatable
	Sport Business and Entrepreneurship	20	Core	Compensatable
	Applied Physiology in Sport and Exercise	20	Core	Compensatable

21 Programme Structure

At Level 4 and 5 for each 20 – credit single semester module students receive 3hrs teaching across 13 weeks with a further 2 weeks of independent study to submit assignments. Alongside the 9 hours of taught modules per week students will also receive a 1-hour tutorial slot in which careers, pastoral support and guest speakers will deliver to the students, and to provide support.

At level 6 students are taught 9 hours per week with an additional 1-hour tutorial slot. The 40 credit module, Dissertation, is taught across both semesters. Students are encouraged to work independently either on campus or elsewhere to make up the notional learning hours for each module. Tutorial support will be available from the Study Skills coach outside of taught sessions.

Level 4

Full Time	
Semester 1	Semester 2
Practical Methods in Sport and Exercise (20 credits)	Principles of Psychology in Sport and Exercise (20 credits)
Research Methods (20 credits)	Principles of Biomechanics in Sport and Exercise (20 credits)
Anatomy and Physiology (20 credits)	Physical Activity and Wellbeing (20 credits)

Level 5

Semester 1	Semester 2
Sport and Exercise Rehabilitation (20 credits)	Nutrition in Sport and Exercise (20 credits)
Performance Analysis in Sport and Exercise. (20 credits)	Independent Study (20 credits)
Energy Metabolism and Bioenergetics (20 credits)	Strength and Conditioning in Sport and Exercise (20 credits)

Level 6

Semester 1	Semester 2
Independent Research Project (40 Credits)	
Applied Performance Planning (20 credits)	Health and Wellbeing (20 credits)
Applied Physiology in Sport and Exercise (20 credits)	Sport Business and Entrepreneurship (20 credits)

22 Apprenticeships

N/A

23 Support for Students and Their Learning

At University Centre Leeds we have a specialised central Student Support team where students can access support for learning, wellbeing, welfare, and financial assistance, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments where appropriate and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs.

Working with the student, the central support team will work in line with the DSA reports from the diagnostic assessments to ensure that including accessible learning practices, adjustments, and additional considerations are in place for students.

The counselling and well-being team provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health to which a student can self-refer or refer with support of tutors.

The Student Funding and Welfare Adviser provides students with support to understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other like-minded students. They will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who care, estranged, carers, or seeking sanctuary.

The University Centre Leeds Learning Resource Centre offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be delivered to small groups or as 1:1 session for individual students, to support their overall information literacy and the development of their academic, research and digital skills.

The BSc (hons) Sports Performance and Exercise Science programme provides a structured and supportive framework to help students succeed academically and professionally, building on the progressive development of skills throughout the course. A comprehensive support system is in place, beginning pre-enrolment with keeping warm emails sent out from the curriculum team and the central support team and continuing throughout students' time on the programme. The programme is structured with modules scaffolded to support student development in key areas such as psychology, injury prevention and rehabilitation, and business and entrepreneurial skills. The programme is structured with modules scaffolded to support student development in key areas such as psychology, injury prevention and rehabilitation, and business and entrepreneurial skills, evidenced through *Principles of Psychology in Sport and Exercise* (Level 4), *Sport and Exercise Rehabilitation* (Level 5), and *Sport Business and Entrepreneurship* (Level 6).

In Sport and Exercise Rehabilitation the principles of Psychology will be covered as this is a component of recovery and all aspects will be discussed within this module. Health and Wellbeing (Level 6) and Principles of Physical Activity and Wellbeing (Level 4) also have elements of Psychology embedded in them and students will have the option in Independent Study (Level 5) and Independent Research Project (Level 6) to explore their own ideas/projects around psychological aspects.

Business elements are taught in other modules in the lead up to Level 6 including Principles of Physical Activity and Wellbeing (Level 4) Sport and Exercise Rehabilitation (Level 5), Strength and Conditioning (Level 5) and Nutrition (Level 5) as these elements can be considered as opportunities for self-employment which students will discuss in the modules.

Sport and Exercise Rehabilitation is a strand through the Levels in various modules including Anatomy and Physiology (Level 4), Strength and Conditioning (Level 5) and Nutrition in Sport and Exercise and at Level 6 Applied Physiology in Sport and Exercise.

During the application process, applicants will receive individual advice and guidance to ensure that progression to the programme aligns with their personal goals and professional aspirations, this will be in the form of phone calls or face to face conversations where interested students can ask questions about

the course Applicants will have the opportunity to discuss course expectations and entry requirements to confirm that the programme is suitable for their needs and prior experience.

Before induction, the admissions team will communicate any identified additional learning needs to the department and the HE Learning Support Officer, ensuring that appropriate support is in place from the outset. The HE Learning Support Officer, based at the University Centre, provides specialist support for students with a range of needs, including dyslexia, other learning differences, and assistance with applications for Disabled Students' Allowance (DSA) funding. This robust system allows for early identification of any learning needs and allows the curriculum team to implement any additional requirements early on to aid the students' achievements.

A bespoke induction will introduce students to the course structure, regulations, teaching and learning strategies, and assessment methods. Students will also receive an overview of the Virtual Learning Environment (Blackboard) and how it supports access to learning materials, formative tasks, and key resources throughout all modules — from Research Methods and Independent Study through to the final Dissertation module.

New students during induction will receive a welcome talk to the University Centre with an overview of relevant policies and procedures and an introduction to our VLE system and the modules in Semester 1. They will also take part in induction activities which have a focus on team building and cohesion which will form a basis for the academic year.

Running students will also attend induction days again with a focus on the new modules and will also participate in activities focussed on embedding some of the principles of the upcoming modules early in the academic year.

During induction, students will meet with a Study Skills Coach to discuss their goals for the year and begin to develop their personalised learning plan. This plan is then supported by regular contact with the Study Skills Coach through group workshops and individual tutorials. These sessions help students develop their academic writing and research skills which underpin every module across the 3 years.

A robust communication system ensures students can easily access support from the curriculum team. This includes direct email, online messaging platforms such as Google Chat, and the VLE(Blackboard). Contact details for tutors, coaches, and support staff are shared on email signatures and in module handbooks, so students know where and how to access support.

All key programme information is clearly provided through the student handbook, module handbooks, and the VLE Every student is allocated a dedicated Study Skills Coach to support them with academic development and personal planning. Regular tutorials and review meetings ensure that students remain on track to achieve their goals, while also developing the independence and self-reflection required for higher-level study and professional practice.

Students have access to weekly group support sessions, providing space for reflection on progress, discussion of project work, and opportunities to share ideas with peers. These sessions are used for guest speakers from industry related areas and discussions around mental health and career progression. These sessions complement one-to-one tutorials where students can access the curriculum study skills coach and gain advice on a multitude of areas including assessment improvements and pastoral elements.

The University Centre's Academic Skills Hub provides additional advice on topics such as academic writing, referencing, and research skills, essential for success in modules like Research methods and Dissertation. Library staff and teaching staff work closely with students to build their confidence in academic research, referencing, and sourcing credible evidence, which are revisited throughout the course to support progression from Level 5 to Level 6.

	Alongside academic and skills support, each programme has a Student Support Manager to help students with practical matters such as attendance, accessing resources, financial planning, and career preparation, directly linking to the programme's emphasis on industry readiness and employability. Finally, students can access a wide range of university support services, including welfare, counselling, financial advice, and careers guidance, ensuring that they feel supported both academically and personally throughout their top-up year.
24	Distinctive Features The programme is innovative by design, and the assessment methods reflect this throughout the 3 years including elements such as creating a pod cast, pitching a business idea to a panel of assessors, using technology to analyse sporting movements and create plans based on individual needs. A unique feature of this course lies in the opportunity for students to have access to the Sports Laboratory and Testing equipment outside of scheduled lessons, this aims to develop autonomy and confidence which will set students apart when progressing onto further study or into careers in the industry. One of the programme's distinctive strengths is its holistic design, which balances rigorous scientific knowledge with practical and professional skills development. In the early stages of the degree, modules such as Research Methods <i>Anatomy and Physiology</i>, and Practical Methods in Sport and Exercise lay a strong foundation of core knowledge and skills, enabling students to understand human performance and health from both theoretical and applied perspectives. At Level 6, the programme builds on this foundation through advanced modules such as <i>Applied Performance Planning, Health and Wellbeing</i>, and Independent Research Project where students demonstrate independence, research capability, data management and analytical skills. These final modules challenge students to integrate and apply their knowledge creatively to real-world performance problems, an essential skill for today's evidence-based, data-driven sports industry. The programme places a strong emphasis on developing students' digital literacy, recognising the increasing use of technology and data analytics in performance and exercise contexts. For example, modules such as Performance Analysis in Sport and Exercise equip students with practical skills in using contemporary digital tools to monitor, evaluate and optimise performance. The Virtual Learning Environment (VLE) and SCORM resources are used throughout to support flexible and interactive learning, while also building confidence in digital communication and research. Tools such as In Play and Dart Fish are well known and used throughout the industry and the use of this software like these will be embedded into modules such as Principles of Biomechanics in Sport and Exercise, Performance Analysis in Sport and Exercise, Strength and Conditioning and Sport and Exercise Rehabilitation. This provides students with the opportunity to further embed industry led skills and develop employment skills through their learning. Students also gain vital transferable skills in enterprise and innovation through the Business and Entrepreneurship module, which empowers them to transform ideas into viable business plans supporting career paths in self-employment, consultancy or leadership within sports organisations. To further support students with dual careers in sport, University Centre Leeds is a proud Talented Athlete Scholarship Scheme (TASS) Dual Career Accredited Centre. This means talented student-athletes can access tailored support, including strength and conditioning, nutrition, psychology, and lifestyle coaching to help balance elite performance with their academic commitments. The teaching team possesses the appropriate expertise and professional experience to deliver this degree programme effectively and with a high level of subject knowledge. All current staff hold, as a minimum, a Level 2 Fitness Instructor qualification, ensuring a strong and relevant professional foundation that supports the practical and applied elements of the programme.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	Critically analyse theories, concepts or principles influencing Sports Performance and Exercise	Analyse theories, concepts or principles influencing Sports Performance and Exercise	Describe theories, concepts or principles which influence Sports Performance and Exercise
K2	Critically evaluate appropriate information or data to address complex problems within Sports Performance and Exercise	Analyse appropriate information or data to address complex problems within Sports Performance and Exercise	Discuss appropriate information or data to address complex problems within Sports Performance and Exercise
C1	Evaluate current research involved in the delivery of outcomes to enhance performance.	Interpret current research involved in the delivery of outcomes to enhance performance.	Describe current research involved in the delivery of outcomes to enhance performance.
C2	Reflect critically on own development and practice	Reflect on own development and practice	Review the impact of own development and practice
P1	Apply techniques to make informed choices to enhance performance	Apply techniques to make informed choices to enhance participants performance	Recognise techniques to begin to make informed choices to enhance participants performance
P2	Work independently with limited supervision and direction within professional guidelines	Work independently within defined parameters of direction within professional guidelines.	Work under supervision within clearly defined parameters of direction within professional guidelines
P3	Analyse the impact and application of current approaches in the Sports Performance and Exercise industries	Apply and justify new approaches within an Exercise and Performance context	Identify and explain the effect of new approaches within an Exercise and Performance context
P4	Critically evaluate planning skills used to understand the needs of the participant	Analyse planning skills used to understand the needs of the participant	Explain planning skills used in analysing and understanding stakeholder needs.

T1	Communicate clearly and effectively in a range of styles appropriate to the context.	Communicate clearly in a range of styles appropriate to the context.	Communicate in a range of styles appropriate to the context.
T2	Engage effectively to present arguments in a professional manner.	Engage actively to present arguments in a professional manner.	Present arguments in a professional manner.
T3	Critically evaluate problem solving techniques and apply to a variety of contexts.	Apply problem solving techniques in a variety of contexts	Identify problem solving techniques in a variety of contexts
T4	Demonstrate proficiency in collecting and managing information or data	Demonstrate collection and management of appropriate information or data	Recognise and manage applicable information or data
T5	Apply reasoning and critical thinking to make informed judgments and effective decisions	Apply judgement to make informed judgements and decisions	Relate information to assist in making informed judgements and decisions

Appendix 2

Map of Outcomes to Modules

Module Titles	K1	K2	C1	C2	P1	P2	P3	P4	T1	T2	T3	T4	T5
Level 4													
Title													
Principles of Physical Activity and Wellbeing			x	x		x		x					x
Principles of Psychology in Sport and Exercise.	x						x		x	x			x
Anatomy and Physiology		x		x	x						x	x	
Research Methods	x				x				x	x			
Practical Methods in Sport and Exercise		x					x	x			x	x	
Principles of Biomechanics in Sport and Exercise			x			x			x	x			
Level 5													
Energy Metabolism and Bioenergetics	x		x				x						x

Sport and Exercise Injury Rehabilitation			x	x	x			x		x	x		
Nutrition in Sport and Exercise	x									x	x	x	
Independent Study		x				x			x			x	
Performance analysis in Sport and Exercise		x			x			x	x				x
Strength and Conditioning in Sport and Exercise			x	x	x	x	x						
Level 6													
Independent Research Project	x	x				x		x	x	x		x	
Sport Business and Entrepreneurship		x	x			x		x				x	x
Applied Physiology in Sport and Exercise			x	x	x		x				x		x
Applied Performance Planning	x		x	x	x		x		x		x		
Health and Well Being	x	x				x				x			x

Appendix 3

Map of Teaching and Learning Methods

Level 4

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical	Group activities	Guest speakers
Physical Activity and Wellbeing	x	x	x	x	x	x	

Principles of Psychology in Sport and Exercise	x	x	x			x	
Anatomy and Physiology	x			x	x	x	
Research Methods	x		x		X	x	x
Practical Methods in Sport and Exercise	x	x		x	x	x	
Principles of Biomechanics in Sport and Exercise	X			X	X	X	

Level 5

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers
Sport and Exercise Rehabilitation	x	x	x	x	x	x	x
Energy Metabolism and Bioenergetics	x	x	x	x	x	x	
Nutrition in Sport and Exercise	x				x	x	
Independent Study	x	x	x	x	x	x	
Performance Analysis in Sport and Exercise	x	x		x	x	x	x

Strength and Conditioning in Sport and Exercise	X		x	x	x	x	
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Level 6

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers
Independent Research Project	x	x		x	x	x	
Sport Business and Entrepreneurship	x	x	x			x	x
Applied Physiology in Sport and Exercise	x	x		x	x	x	x
Applied Performance Planning	x	x	x	x	x	x	
Health and Wellbeing	x		x	x		x	

Appendix 4

Map of Assessment Methods

Level 4

Methods							
Module Titles	Report	Essay	Exam	Class-Based Assessment	Practical	Presentation	Poster Presentation
Physical Activity and Wellbeing					50% 15 mins (1500 Words Equiv) Week:29	50% 10 -15 mins (1500 Words Equiv) Week: 22	
Principles of Psychology in Sport and Exercise				40% 90 mins (1200 Words Equiv) Week 23		60% 10-15 mins (1800 Words Equiv) Week:30	
Anatomy and Physiology	60% (1800 words) Week 15			40% 90 mins (1200 words equiv.) Week: 9			
Principles of Biomechanics in Sport and Exercise							100% 30 mins(3000 words equiv) Week: 29
Practical Methods in Sport and Exercise	50% (1500 words) Week: 15				50% 15 mins (1500 words equiv) Week: 8		
Research Methods		40% (1200 words) Week: 14			60% 15 mins (1800 words equiv) Week: 7		

Level 5

Methods						
Module Titles	Report	Case-Study	Practical	Presentation	VIVA	Research Project

Sport and Exercise Rehabilitation			60% 25 min (2500 Words equiv) Week 10		40% (1500 Words equiv) Week 15	
Energy Metabolism and Bioenergetics		50% (2000 words) Week: 9	50% 20 min (2000 words equiv). Week: 14			
Nutrition in Sport and Exercise			50% (2000 word equiv) Week: 24		50% 20 min (2500 word equiv) Week: 29	
Independent Study	60% (2400 words) Week: 30			40% 15-20 mins (1600 words equiv) Week: 22		
Performance Analysis in Sport and Exercise	50% (2000 words) Week 7			50% 15-20 Mins 2000 word equiv) Week 14		
Strength and Conditioning in Sport and Exercise		50% (2000 Words) Week: 23	50% (20 Mins, 2000 words equiv.) Week: 29			

Level 6

Methods							
Module Titles	Business Plan	Session Plan	Practical	Viva Professional Discussion	Presentation	Project	Podcast
Independent Research Project				30% 20 mins (3000 Word Equiv.) Week: 12		70% (7000 Words) Week: 30	
Sport Business and Entrepreneurship	40% (2000 Equiv Words) Week: 23				60% 20-25 Mins) (3000 words Equiv) Week: 28		

Applied Physiology in Sport and Exercise			50% 30 min (2500 word equiv) Week: 14			50% (2500 words equiv) Week: 7	
Applied Performance Planning					100% 30 Min (5000 word equiv) Week: 14		
Health and Well Being					50% 20-25 mins (equiv 2500 words) Week: 22		50% 30 min (2500 word equiv). Week: 29