MODULE SPECIFICATION

Academic year	2019/20

1. Awarding Institution	University of Roehampton
2. Teaching Institution	University of Roehampton
3. Module title (Should not exceed 40 characters)	Principles of Nutrition – Sport & Exercise
4. Module code	SEA020L430A
5. Programme title(s)	MSc Sport & Exercise Nutrition
6. Module Convener	Dr Richard Mackenzie
7. Academic department	Life Sciences
8. Module level (Foundation, 4, 5, 6 or 7)	7
9. Credit rating	20
10. Compulsory for (e.g. Single Honours students)	MSc Sport & Exercise Nutrition
11. Optional for (e.g. Combined Honours students)	MSc Sport & Exercise Science MSc Sport & Exercise Science (Physiology pathway)
12. Scheduled contact hours	22
13. Module pre-requisites/ co-requisite	None
14. Excluded combinations	None
15. Mode of attendance (Daytime, weekend, evening)	Daytime
16. Projected all years' target (actual numbers)	40

17. Module description and context Describe the content of the module and how it fits within the broad context of the programme as a whole.
An understanding of the molecular basis of human metabolism and physiology is an essential prerequisite for the study of human nutrition. Without this foundation it is difficult to understand the

pathophysiology of disease and how it may be beneficially altered by nutritional intervention and treatment. The module is therefore designed to provide a detailed overview of carbohydrate, lipid and protein metabolism in fed and fasted states. The integral role of vitamins and minerals in nutrient metabolism is discussed as is the influence of diet and nutrient metabolism in chronic disorders such as obesity, metabolic syndrome, cardiovascular disease and diabetes. In this way knowledge attainment of key fundamental biochemical and physiological principles is facilitated within a nutritional context and with reference to genetic influences. The module thus provides an essential learning block for other programme modules as well as research projects within the field of human nutrition.

Syllabus

- Physiological and functional overview of the gastrointestinal tract and accessory secretory organs including molecular mechanisms of nutrient absorption.
- Methodology: measurement of food and nutrient intake, factors affecting energy expenditure and nutrient composition of food including food supply, preparation, cooking and storage.
- Detailed review of the key biological molecules: lipids, carbohydrates, proteins, vitamins and minerals including requirements, food sources, digestion, availability, turnover, storage and roles in metabolism.
- Energy balance and regulation of metabolism in fed and fasted states.
- Nutrient-gene interactions.
- Nutrient regulation in key metabolic conditions such as obesity, metabolic syndrome, cardiovascular disease and diabetes.
- Links between evidence and actions as a basis for policy, in relation to public health.

18. Module learning outcomes

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	**Programme learning outcome**
Students who successfully complete this module will: • Have the required knowledge of biochemistry to study nutrition at postgraduate level.	PLO1, POL4
• Have a broad and critical understanding of the major pathways of human metabolism and their points of interaction.	PLO1, POL4
• Have an in-depth understanding of the processes by which human metabolism is controlled and homeostasis is maintained.	PLO1, POL4
• Have a critical understanding of dietary intake in relation to the maintenance of physiological function at the molecular level.	PLO1, POL4
• Have a critical and evaluative understanding of dietary analysis methodologies and how they are applied in research and clinical practice.	PLO2, PLO3, PLO4, PLO5

19. Delivery schedule
List topics by week

This is the range of topics covered, they are not stand-alone lectures and their content is often integrated within lectures.

- Overview of gastrointestinal physiology and nutrient absorption
- Methodology: Nutrient content of food
- Carbohydrates
- Proteins
- Lipids
- Energy balance – lecture and practical
- Metabolism in the fed and fasted states
- Nutrient regulation in obesity and diabetes
- Vitamins
- Minerals and trace elements
- Nutrient-gene interactions and metabolic diseases
- Neuroendocrinology
- Food preparation, handling and management and safety.

20. Teaching and Learning Methods
State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)

The module contains a series of interactives lectures (20h) supported by a practical session (2h). A 'mixed-ability' student group in terms of basic biochemical knowledge and background is normal for this module, which aims for an overall understanding of human metabolism, rather than a detailed knowledge of biochemical pathways. In-class whole- and small-group discussions, structured problem-solving exercises and case studies, quizzes and video clips provide students with a variety of approaches suitable for a range of learning preferences and enable them to progress their understanding on an individual basis. Quizzes will help prepare students for the multiple choice test (summative assessment), whilst problem solving and group discussions will help students develop the critical analysis skills required for the presentation.

21. Assessment
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	Assessment method
A sound biochemical foundation for the study of nutrition at postgraduate level.	Test (multiple choice) Presentation (20 minutes)
A broad understanding of the major pathways of human metabolism and their points of interaction.	Test (multiple choice) Presentation (20 minutes)
An in-depth understanding of the processes by which human metabolism is controlled and homeostasis is maintained.	Test (multiple choice) Presentation (20 minutes)
An appreciation of the importance of dietary intake in relation to the maintenance of physiological function at the molecular level.	Test (multiple choice) Presentation (20 minutes)
A critical understanding of dietary analysis methodologies and their uses in research and clinical practice.	Test (multiple choice) Presentation (20 minutes)

Assessment table

The terminology in this section is taken from Online Marks Entry (OME) and must be retained for consistency.

Component (assessment) types must be identical to the component (assessment) types in the programme specification assessment weighting table.

Table one should be completed when there is only one component (assessment) weighted at 100%. Table two should be completed when there is more than one component (assessment).

Table 2 – multiple components

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N	Sub-component type/title	Coursework Volume/	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Presentation	*20 minutes*	50	*M*	*N*	*Y*	*N*							
Test	*Unseen 1.5 hours*	50	*M*	*Y*	*Y*	*N*							

Component type/title – type must be taken from the following options: *coursework, examination, presentation, test or practical*. If the component type is the same as the title, it only needs to be included once. (The title has a maximum 30 characters)
% - the weighting of the component or sub-component
Result type – provide a numeric value for mark. State pass/fail for grade
Final component – Is this the final (last) component to be submitted for this module?
Must attempt*– does this component need to be attempted? If yes, the student will have to attempt the component in order to pass the module
Must pass* – does this component need to be passed? If yes, the student will have to pass the component in order to pass the module
Sub-component type/title – type must be taken from the following options: *coursework, examination, presentation, test or practical*.

*For overall pass of a module, insert N in both “must attempt” and “must pass”.

NB - If this module has a list of components wherein the mark is calculated by selecting only the best out of the components E.g. Only the marks for 3 out of 5 components should count in the module outcome, tick (✓) here [ ]

22. Reading and Resource List

The 'Resource List' refers to the University's online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module's Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/B19DAA67-CCC3-F82D-A2B2-608491CED61C.html?lang=en-GB

It is possible to generate a bibliography from the online resource list, which can be pasted below. For help with this, please contact the Academic Office or the Library's Academic Engagement Team.

All lists are created using the online reading list tool and will follow the guidelines set out in the University Reading List Framework. Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy

MODULE SPECIFICATION

Academic year	2019

23. Awarding Institution	University of Roehampton
24. Teaching Institution	n/a
25. Module title (Should not exceed 40 characters)	Sport & Exercise Nutrition
26. Module code	SEA020L438S
27. Programme title(s)	MSc Sport and Exercise Nutrition
28. Module Convener	Dr Richard Mackenzie
29. Academic department	Life Sciences
30. Module level (Foundation, 4, 5, 6 or 7)	7
31. Credit rating	20
32. Compulsory for (e.g. Single Honours students)	MSc Sport and Exercise Nutrition
33. Optional for (e.g. Combined Honours students)	MSc Sport and Exercise Science MRes Sport and Exercise Science
34. Scheduled contact hours	22 hours
35. Module pre-requisites/ co-requisite	None
36. Excluded combinations	None
37. Mode of attendance (Daytime, weekend, evening)	Daytime
38. Projected all years' target (actual numbers)	10

39. Module description and context Describe the content of the module and how it fits within the broad context of the programme as a whole.
Knowledge of current theory underpinning the application of Sport and Exercise nutrition advice is essential for competent practitioners. This module encourages an in depth awareness of topics that

are at the cutting edge of Sport and Exercise Nutrition, addresses the need for critical debate of current sport and exercise nutrition research, and utilises problem based learning and case study techniques to encourage students to be able to apply their knowledge to assist performance enhancement.

40. Module learning outcomes

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	Programme learning outcome
1. Gain an in-depth critical understanding of the scientific underpinnings of sport and exercise nutrition research.	PLO1, PLO4
2. Demonstrate an understanding and critical awareness of the nutritional issues associated with the enhancement of sport and exercise performance.	PLO1, PLO4, PLO5
3. Demonstrate an ability to work at advanced levels of theoretical knowledge and analyse complex issues within sport and exercise nutrition.	PLO2, PLO5
4. Demonstrate the ability to make informed decisions about applied practice based upon a sound scientific rationale.	PLO4

1. Delivery schedule

List topics by week

The module will be delivered in on a weekly basis using a combination of teaching and learning approaches; including lectures, seminars and tutorials.

- Exercise & Energy Expenditure - The Metabolic Flexibility Concept (cellular & whole body)
- Nutrient-nutrient interaction with exercise
- Protein – How do we know enough is enough?
- Carbohydrates and Exercise Performance
- Fats and Exercise Performance – are ketones the new magic pill
- Fluid and Electrolyte balance
- Special populations – Nutrition and Exercise (examples; anorexia, vegetarian / vegans in sport)
- Supplementation & Exercise Performance
- Assessing Nutritional Intake - Dietary analysis (intervention) & client role play
- Body Composition
- Self-design project (metabolism – blood metabolite responses to nutritional strategies with exercise)

2. Teaching and Learning Methods State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)
Most sessions will consist of a short lecture introducing the theory of the applied work and research before moving into problem bases seminars (as an example). Some sessions are computer based sessions to focus on dietary assessments. Approximately 40% of the material will be supported by an online podcast series with talks from leading experts in related areas (https://humanperformanceandhealth.org/).

3. **Assessment**
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
1. Develop a critical understanding of the scientific underpinnings of sport and exercise nutrition research.	Course Work Dietary Assessment – Client Role Play
2. Demonstrate an understanding and critical awareness of the nutritional issues associated with the enhancement of sport and exercise performance.	Course Work Dietary Assessment – Client Role Play
3. Demonstrate an ability to work at advanced levels of theoretical knowledge and analyse complex issues within sport and exercise nutrition.	Course Work Dietary Assessment – Client Role Play
4. Demonstrate the ability to make informed decisions about applied practice based upon a sound scientific rationale.	Course Work Dietary Assessment – Client Role Play

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Coursework	Laboratory Report & Applied file (~2500 words)	50	M	Y	Y	N
Coursework	Dietary Assessment – Client Role Play	50	M	Y	Y	N

4. Reading and Resource List

The 'Resource List' refers to the University's online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module's Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/3FBA3704-3778-0361-2493-CCBCD4D40065.html?lang=en-GB

All lists are created using the online reading list tool and will follow the guidelines set out in the University Reading List Framework. Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy

1. Textbook of work physiology: physiological bases of exercise
2. Sport and exercise physiology testing guidelines: the British Association of Sport and Exercise Sciences guide Physiological tests for elite athletes
3. Nutritional assessment: a laboratory manual
4. Exercise physiology laboratory manual

Last updated: June 2018

MODULE SPECIFICATION

Academic year	2019

1. Awarding Institution	University of Roehampton
2. Teaching Institution	n/a
3. Module title (Should not exceed 40 characters)	Current Topics in Exercise Physiology
4. Module code	SEA020L429A
5. Programme title(s)	MSc Sport and Exercise Nutrition MSc Sport and Exercise Science MRes Sport and Exercise Science
6. Module Convener	Dr Chris Tyler
7. Academic department	Life Sciences
8. Module level (Foundation, 4, 5, 6 or 7)	7
9. Credit rating	20
10. Compulsory for (e.g. Single Honours students)	MSc Sport and Exercise Nutrition MSc Sport and Exercise Science MSc Sport and Exercise Science (Physiology Pathway)
11. Optional for (e.g. Combined Honours students)	MRes Sport and Exercise Science (Physiology Pathway)
12. Scheduled contact hours	22 hours
13. Module pre-requisites/ co-requisite	None
14. Excluded combinations	None
15. Mode of attendance (Daytime, weekend, evening)	Daytime
16. Projected all years' target (actual numbers)	20

17. Module description and context

Describe the content of the module and how it fits within the broad context of the programme as a whole.

Exercise physiology is a rapidly advancing discipline of general physiology. In addition, advances in technology and knowledge mean more is known about the body's limitations in relation to exercise. This module will focus on the current research in the context of limitations to exercise - discussing the latest exercise physiology research and using some practical sessions to explore the key themes. This module will allow for a greater student autonomy in its problem based self-directed approach.

18. Module learning outcomes

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	Programme learning outcome
1. Demonstrate a critical awareness of the physiological limitations to exercise performance	PLO1, PLO3
2. Demonstrate a critical awareness of current research topics in sport and exercise physiology	PLO1, PLO3, PLO5
3. Develop the theoretical and practical knowledge required to carry out physiological research	PLO1, PLO2, PLO5
4. Develop key transferable skills required to perform an independent research project and in the context of employability. Namely team work, critical thinking, problem-solving, verbal, and written communication skills.	PLO5

5. Delivery schedule

List topics by week

The module will be delivered in on a weekly basis.

- The physiology exercise performance – what limits it?
- The physiology of elite performance
- Cardiovascular limitations I
- Cardiovascular limitations II
- Mechanisms of muscle fatigue
- Exercise limitations in health and disease (metabolism)
- Limits to Exercise in extreme environments
- Limits to Exercise Performance – Nutritional Supplementation
- Self-Directed Laboratory
- Self-Directed Laboratory
- Self-Directed Laboratory

6. Teaching and Learning Methods State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)
The early part of this module will be based around lecture / seminar sessions aimed at delivering the key theoretical concepts and underlining knowledge in the area of exercise physiology. The latter part of this module uses a problem-based learning approach in its application to the self-directed group work.

7. **Assessment**
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
1. Demonstrate a critical awareness of the physiological limitations to exercise performance	Laboratory Report Oral Presentation
2. Demonstrate a critical awareness of current research topics in sport and exercise physiology	Laboratory Report Oral Presentation
3. Develop the theoretical and practical knowledge required to carry out an independent research	Laboratory Report
4. Develop key transferable skills required to perform an independent research project. Namely team work, critical thinking, problem solving, verbal and written communication skills.	Laboratory Report

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Coursework	Laboratory Report (2500 words)	70	M	Y	Y	N
Presentation	Individual presentation (20 minutes)	30	M	N	Y	N

8. Reading and Resource List

The ‘Resource List’ refers to the University’s online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module’s Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/847C022A-EACA-CFA8-8ECB-7315F1CB88DE.html?lang=en-GB&login=1

All lists are created using the online reading list tool and will follow the guidelines set out in the University Reading List Framework. Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy.

Last updated: June 2018

MODULE SPECIFICATION

Academic year	2019

1. Awarding Institution	University of Roehampton
2. Teaching Institution	n/a
3. Module title (Should not exceed 40 characters)	Advanced Laboratory & Applied Skills – Exercise & Nutritional Sciences
4. Module code	SEA020L428S
5. Programme title(s)	MSc Sport and Exercise Nutrition MSc Sport and Exercise Science (all pathways) MRes Sport and Exercise Science (all pathways)
6. Module Convener	Dr Richard Mackenzie
7. Academic department	Life Sciences
8. Module level (Foundation, 4, 5, 6 or 7)	7
9. Credit rating	20
10. Compulsory for (e.g. Single Honours students)	MSc Sport and Exercise Nutrition MSc Sport and Exercise Science MSc Sport and Exercise Science (Physiology) MSc Sport and Exercise Science (Biomechanics)
11. Optional for (e.g. Combined Honours students)	MRes Sport and Exercise Science (all pathways)
12. Scheduled contact hours	26 hours
13. Module pre-requisites/ co-requisite	None
14. Excluded combinations	None
15. Mode of attendance (Daytime, weekend, evening)	Daytime
16. Projected all years' target (actual numbers)	20

17. Module description and context Describe the content of the module and how it fits within the broad context of the programme as a whole.
This is a laboratory based practical module that is designed to introduce students to the principles and concepts of the current methodologies and techniques used in either physiology OR biomechanics OR nutrition OR a combination of these research disciplines. The primary rationale for this module is to provide students with a critical understanding of the laboratory methods used in the relevant discipline(s) of sport and exercise science. In addition, students will be provided with the opportunity to gain practical experience in a range of techniques. This module is designed to upskill students for the dissertation module as well as enhance employability through the identification and development of applied skill shortages. Therefore, the module aims to equip students with the practical skills required to improve employment opportunities and / or for future research study at MRes or PhD. As well as a strong laboratory focus, this module will cover material related to good laboratory practice, organization and data processing. This module will also be closely linked with curriculum vitae development and reflective practice.

18. Module learning outcomes State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.	
Module learning outcome	**Programme learning outcome**
1. Demonstrate a critical understanding of the theoretical underpinning of advanced laboratory techniques that are commonly used in sport/exercise physiology **and/or** biomechanics **and/or** nutrition research	PLO2, PLO3, PLO5
2. Develop the practical skills required to perform a range of advanced laboratory techniques that are commonly used in applied sport/exercise physiology **and/or** biomechanics **and/or** nutrition research	PLO2, PLO3
3. Using reflective practice, critically evaluate practical skills, knowledge and research competencies in the context of employability (CV development)	PLO1, PLO2, PLO5
4. Operate relevant software packages and demonstrate a critical awareness of the resulting data	PLO3

9. Delivery schedule
List topics by week

The module will be delivered in on a weekly basis in the Spring Semester to allow students to develop practical skills required for completion of the Dissertation module [MSc only].

Indicative syllabus

- Laboratory Health & Safety / Human Research – Ethics
- Good Laboratory practice (record keeping)
- Data Handling and communication / presentation
- Exercise in extreme conditions
- Neuromuscular physiology
- Cardiovascular Physiology
- Exercise Metabolism
- Exercise and Oral Feeding (nutritional loads)
- Biomechanics - Motion Capture
- Biomechanics - Signal Processing 1
- Biomechanics - Signal Processing 2
- Biomechanics - Reliability & Validity
- Curriculum vitae review (Formative and Summative)

Note that students on the general Sport & Exercise Science Programme need to select two sessions from each discipline.

1. Teaching and Learning Methods
State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)

Most sessions will consist of a short lecture introducing the theory of the laboratory technique before the practical element is taught. Regular seminars are incorporated throughout the module to support complex learning and data analysis. The module uses a student led self-directed learning approach in the latter stages of the module.

2. **Assessment**
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
1. Demonstrate a critical understanding of the theoretical underpinning of advanced laboratory techniques that are commonly used in sport/exercise physiology **and/or** biomechanics research	Laboratory skills training log (3000 word)
2. Develop the practical skills required to perform a range of advanced laboratory techniques that are commonly used in applied sport/exercise physiology **and/or** biomechanics research	Laboratory skills training log (3000 word)
3. Using reflective practice, critically evaluate practical skills, knowledge and research competencies in the context of employability (CV development)	Reflective Document (1000 words)
4. Operate relevant software packages and demonstrate a critical awareness of the resulting data	Laboratory skills training log (3000 word) Reflective Document (1000 words)

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Coursework	Laboratory skills training log (3000 word)	70	M	Y	Y	N
Coursework	Reflective Document (1000 words)	30	M	N	Y	N

3. Reading and Resource List

The ‘Resource List’ refers to the University’s online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module’s Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/B0FB4EE7-2077-3F6B-BE06-781C3500E634.html?lang=en-GB&login=1

All lists are created using the online reading list tool and will follow the guidelines set out in the University Reading List Framework. Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy

Last updated: June 2018

MODULE SPECIFICATION

Academic year	2019

1. Awarding Institution	University of Roehampton
2. Teaching Institution	n/a
3. Module title (Should not exceed 40 characters)	Psychology of Physical Activity, Health and Wellbeing
4. Module code	SEA020L408A
5. Programme title(s)	MSc Psychology of Sport and Exercise
6. Module Convener	Dr Luke Felton
7. Academic department	Life Sciences
8. Module level (Foundation, 4, 5, 6 or 7)	7
9. Credit rating	20
10. Compulsory for (e.g. Single Honours students)	MSc Psychology of Sport and Exercise MSc Sport and Exercise Nutrition
11. Optional for (e.g. Combined Honours students)	MSc Sport and Exercise Science MRes Sport and Exercise Science
12. Scheduled contact hours	28 hours
13. Module pre-requisites/ co-requisite	None
14. Excluded combinations	None
15. Mode of attendance (Daytime, weekend, evening)	Daytime
16. Projected all years' target (actual numbers)	28

17. Module description and context

Describe the content of the module and how it fits within the broad context of the programme as a whole.

There is evidence to suggest that engagement in physical activity is on the decline, with the current generation less physically active than previous generations. Although the benefits of engaging in regular physical activity and exercise on individuals' physical and mental health are widely accepted, majority of the population are not sufficiently active to amass these benefits. The purpose of this module is to explore the physical and mental health determinants and outcomes of physical activity and sedentary behaviour. It will outline the challenges associated with increasing physical activity levels, theories, concepts, research and cost effective interventions which will enable students to consider important insights towards preventing, treating and managing certain negative conditions (e.g., eating disorders, depression, anxiety, and stress) as well as fostering desirable outcomes (e.g., subjective well-being and post-traumatic growth) that can have social-economic implications.

18. Module learning outcomes

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	Programme learning outcome
1.Develop a breadth and depth of knowledge and critical understanding of the models and theories guiding inquiry into the psychology of Physical Activity, Health and wellbeing	LO1, LO2
2. Appraise systematic lines of research supporting or refuting the models and theories that describe, explain and/or predict health and well-being outcomes	LO1, LO2, LO5
3. Evaluate and synthesize evidence based recommendations and interventions for applied practice with various populations across sport and exercise contexts.	LO3

19. Delivery schedule

List topics by week

The module will be delivered for 11 weeks over the Autumn Semester which will focus on exploring the impact of lack of exercise on wellbeing, physical and mental health outcomes, how exercise can be used to help treat these complications as well as the link between physical activity and injury. The latter half will focus on how to change exercise behaviours and the effectiveness of exercise interventions.

Examples of content include,

Psychology of physical activity
The impact of culture on exercise and physical activity
Sedentary behaviour and physical health outcomes (i.e., diabetes, cardiovascular)
Physical Activity and psychological well-being
Physical Activity and mental health (Anxiety and Depression)
The role of physical activity in the development, maintenance and treatment of eating disorders
Exercise dependence
Physical activity and stress
Changing motivation, volition and exercise behaviour
Exercise and disability

Injury: prevention and rehabilitation Stress-related growth and injury Green exercise Models of exercise change Motivational interviewing for changing exercise habits

20. Teaching and Learning Methods State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)
The module will consist of lectures (11 x 2 hours) which focus on introducing and discussing key topics related to physical activity, health and wellbeing as well as seminars (6x 1 hour). The purpose of these seminars is to review and critically discuss recent journal articles, review case studies, engage in debates, devise tailored strategies to support exercise promotion across different populations, learn how to use novel and appropriate technology advancements to aid their assessments, as well as provide an opportunity for students to develop their practical and communication skills.

21. Assessment

Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
1.Develop a breadth and depth of knowledge and critical understanding of the models and theories guiding inquiry into the psychology of physical activity, health and wellbeing	Applied case study and video documentary
2. Appraise systematic lines of research supporting or refuting the models and theories that describe, explain and/or predict health and well-being outcomes	Applied case study and video documentary
3. Evaluate and synthesize evidence based recommendations and interventions for applied practice with various populations across sport and exercise contexts.	Applied case study and video documentary

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Applied case study	2000 words: Students will be presented with a case study and will have to devise an evidence based exercise programme and resources for the client.	50	M	Y	Y	N
Video promotion material	5 minutes video and rationale (max 1000 words).Students will design and create a video documentary on mental health within specific populations to promote the use of exercise and physical activity. This is also to be accompanied with an evidence based rationale for the chosen elements of video.	50	M	Y	Y	N

22. Reading and Resource List

The 'Resource List' refers to the University's online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module's Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/F59BCAAA-5D0D-6ADC-53CB-199DEF7C1E46.html?lang=en-GB&login=1

All lists are created using the online reading list tool and will follow the guidelines set out in the University Reading List Framework. Lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline.

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

The library will base purchasing decisions, on the information provided in the Resource lists and in line with Collection Development Policy

MODULE SPECIFICATION

Academic year	2019

23. Awarding Institution	University of Roehampton
24. Teaching Institution	n/a
25. Module title (Should not exceed 40 characters)	Research Methods
26. Module code	SEA020L424Y
27. Programme title(s)	MSc Sport and Exercise Science MSc Psychology of Sport & Exercise MSc Sport and Exercise Nutrition MRes Sport and Exercise Science
28. Module Convener	Dr Chris Tyler
29. Academic department	Life Sciences
30. Module level (Foundation, 4, 5, 6 or 7)	7
31. Credit rating	20
32. Compulsory for (e.g. Single Honours students)	MSc / MRes Sport and Exercise Science (all exit awards) MSc Psychology of Sport & Exercise MSc Sport and Exercise Nutrition
33. Optional for (e.g. Combined Honours students)	n/a
34. Scheduled contact hours	26 hours
35. Module pre-requisites/ co-requisite	None
36. Excluded combinations	None
37. Mode of attendance (Daytime, weekend, evening)	Daytime
38. Projected all years' target (actual numbers)	40

39. Module description and context

Describe the content of the module and how it fits within the broad context of the programme as a whole.

This module will equip students with a comprehensive understanding of research methods enabling them to select the appropriate research design for an original research project. Students will develop a critical awareness of the principles and practice of qualitative and quantitative approaches and techniques before focusing on the in-depth study of methods used within their chosen field of research. Students will learn the appropriate approaches to the management of ethical dilemmas within research. Students will be guided on the development of their research proposal that will form the foundation of their dissertation. In addition, students are invited to attend the Sport Science Seminars Series to frame their understanding of current sport-related research.

40. Module learning outcomes

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	Programme learning outcome
Have a critical awareness of different quantitative and qualitative approaches to research design and methodology;	PLO3, PLO4, PLO5
Be able to apply a conceptual understanding of research methods to the development of an original research project	POL2, PLO4, PLO5
Have the awareness and ability to manage the implications of ethical dilemmas in research and to undertake research projects in a reflexive manner	PLO4, PLO5

10. Delivery schedule

List topics by week

- A1 – Developing Questions & Research Designs
- A2 – SPSS: An Introduction/Revision
- A3 – Correlation & Regression
- A4 – Comparing Means: t-tests and ANOVA
- A5 – Factorial ANOVA
- A6 – Philosophy of Knowledge & (re) introduction to Qualitative Research
- A7 – Qualitative Research Designs / Traditions
- A8 – Collecting Qualitative Data
- A9 – Qualitative Assessment Workshop: Thematic Analysis **Or** Quantitative Assessment Workshop: Meta-Analysis
- A10 – Representing and Judging Qualitative Research
- A11 – Mixed Method Research Designs

11. Teaching and Learning Methods
State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)

Lectures: 16 hours
Computer suite practicals: 10 hours

The module will be delivered as a series of thirteen 2-hour sessions. These sessions will include lectures and computer-suite based data analyses sessions. Lecture sessions will include traditional lecture delivery combined with instructor-guided discussions of relevant issues in the field; however, due to the smaller class sizes, these lectures will be highly interactive. Computer suite sessions will be accompanied with an in-house e-book learning resource released weekly. The Moodle site and the module resource list will be used to provide supplementary resources for students including lecture notes/slides, formative quizzes, and recommended reading lists.

12. **Assessment**
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
Have a comprehensive understanding of the research methodologies used in sport-related research	In class test, In class presentation, & research proposal
Have a critical awareness of different quantitative and qualitative approaches to research design and methodology	Lectures (formative) & In class presentation (summative)
Be able to apply a conceptual understanding of research methods to the development of an original research project	Research proposal
Have the awareness and ability to manage the implications of ethical dilemmas in research and to undertake research projects in a reflexive manner	Research proposal

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
In-class test: Quantitative and qualitative	1 hour	20	M	Y	Y	N
Discipline-specific group presentation	15-30mins	50	M	Y	Y	N
Research Proposal	2,000 words	30	M	Y	Y	N

13. Reading and Resource List

The ‘Resource List’ refers to the University’s online reading list software, which enables real-time information about library holdings at the University and allows easy access to online resources. A variety of resources can be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module’s Moodle site.

Provide the URL for this module's reading list below:

https://rl.talis.com/3/roehampton/lists/361675FA-A7E2-6CEB-83D0-245D59F41D0A.html

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Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

- Essential Reading
- Further Reading
- Further independent study *(for independent study/assignments)

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MODULE SPECIFICATION

Academic year	2019

1. Awarding Institution	University of Roehampton
2. Teaching Institution	University of Roehampton
3. Module title (Should not exceed 40 characters)	MSc Research Dissertation
4. Module code	SEA060L414Y SEA060L410Y
5. Programme title(s)	MSc Sport and Exercise Science MSc Sport and Exercise Nutrition MSc Psychology of Sport and Exercise
6. Module Convener	Dr Sam Thrower
7. Academic department	Life Sciences
8. Module level (Foundation, 4, 5, 6 or 7)	7
9. Credit rating	60
10. **Compulsory for** (e.g. Single Honours students)	MSc Sport and Exercise Science (Biomechanics) MSc Sport and Exercise Science (Physiology) MSc Sport and Exercise Science MSc Sport and Exercise Nutrition MSc Psychology of Sport and Exercise
11. Optional for (e.g. Combined Honors students)	
12. Scheduled contact hours	12 + 15 hours of supervision
13. Module pre-requisites/ co-requisite	None
14. Excluded combinations	None

15. Mode of attendance (Daytime, weekend, evening)	Daytime
16. **Projected all years' target** (actual numbers)	40

17. Module description and context
Describe the content of the module and how it fits within the broad context of the programme as a whole.

Specific research titles will be negotiated in accordance with areas of staff expertise, but students are required to undertake an independent study in an area related to sport and exercise sciences. Students will select and utilise a research methodology appropriate to their project. The dissertation provides the opportunity to: perform focused research, informed and framed by theoretical understanding; and to develop the skills and understanding of the processes required for good research practice. The research project provides the student with the opportunity to perform focused research, informed and framed by theoretical understanding to exercise their research potential under tutorial guidance and supervision. Assessment for this module is made up of the following components:

- Research paper (Part 1: Journal Selection Document, Part 2: Manuscript) (60%)
- Reflective log (10%)
- Post Grad Conference Presentation (30%)

In addition, students are required to attend the Sport Science Seminars Series to frame their understanding of current sport-related research and reflect upon the content in the contexts of research project and career development.

18. Module learning outcomes
State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.

Module learning outcome	**Programme learning outcome**
Demonstrate a comprehensive understanding of the research methodologies relevant to their area of sport and exercise research	PLO3, PLO4, PLO5, PLO6
Develop and answer a novel research question	PLO6
Evaluate and critically review current research	PLO1, PLO3, PLO5, PLO6

Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing research at a professional or equivalent level	PLO2, PLO4, PLO5
Have a critical awareness of different quantitative and qualitative approaches to research design and methodology	PLO4, PLO5

1. Delivery schedule
List topics by week

The module will be predominantly supervisor-led. The following four informational sessions will run.

1) Introduction to the Module
2) Staff Research Interests Presentations
3) Writing a Research Proposal and Ethics Application
4) Reflective Practice and Writing

Students will also attend 6 research seminars run by the Sport & Exercise Science Research Group.

2. Teaching and Learning Methods
State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.)

Supervisory tutorial sessions form the majority of the teaching and learning delivery. Each research project is unique but by its very nature the module uses a problem based learning approach.

3. **Assessment**
Indicate which assessment method is employed to demonstrate achievement of the learning outcome

Module learning outcome	**Assessment method**
Demonstrate a comprehensive understanding of the research methodologies relevant to their area of sport and exercise research	Research Paper Final Presentation Reflective log
Develop and answer a novel research question	Research paper
Evaluate and critically review current research	Research paper Final Presentation Reflective log
Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing research at a professional or equivalent level	Research paper

Assessment table

Component (assessment) Type/Title	Coursework Volume or Length/Type of Exam	%	Result type Mark/ Grade M/G	Final Component Y/N	Must Attempt Y/N	Must Pass Y/N
Coursework: Research paper	4,000 – 6,000 words (subject-specific)	60	M	N	Y	N
Presentation: Final presentation	20 minute presentation + 10 minutes Q&A	30	M	N	Y	N
Coursework: Reflective log	Seminar Reflective log (~600 words)	10	M	Y	Y	N

4. Reading and Resource List

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https://rl.talis.com/3/roehampton/lists/56342459-FA4E-2DF2-23D9-9CE6C634859B.html?lang=en-GB&login=1

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