

# University of the West of Scotland

## Module Descriptor Template

Session: 2023/24

Title of Module: Sports Nutrition and Ergogenic Aids			
Code: SPOR10055	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Rachel Kimble		
Summary of Module			
<p>This module advances knowledge and practical skills developed in previous exercise physiology modules through detailed study and critical review of topics such as nutritional strategies to improve exercise performance and recovery, nutritional supplements, and pharmacological aids. The module will equip students with the theoretical knowledge and practical skills that are required to support performance athletes.</p> <p>This module will assist the student in the development of key '<b>I am UWS Graduate Attributes</b>' to allow those that complete this module to be:</p> <p><b>Universal:</b></p> <ul style="list-style-type: none"><li>• Critical Thinker</li><li>• Collaborative</li><li>• Research-minded</li></ul> <p><b>Work Ready:</b></p> <ul style="list-style-type: none"><li>• Problem -solver</li><li>• Motivated</li><li>• Effective communicator</li></ul> <p><b>Successful:</b></p> <ul style="list-style-type: none"><li>• Innovative</li><li>• Incisive</li><li>• Driven</li></ul>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Assess the nutrient and energy requirements for sport
L2	Critically evaluate the use of nutritional supplements to improve sport performance and recovery
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	<p>SCQF Level <b>10</b></p> <p>Demonstrating a comprehensive knowledge of the nutrition and energy requirements for sport.</p> <p>Demonstrating critical understanding of nutritional strategies to enhance sport performance and recovery.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>Using a significant range of laboratory skills to evaluate the influence of nutritional supplements on the physiological responses to exercise.</p> <p>Designing nutrition plans to enhance sport performance and recovery.</p>	
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Critically identifying, defining, conceptualising and analysing complex problems and issues</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Presenting or conveying, formally and informally, information about contemporary issues in exercise physiology.</p> <p>Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals/targets.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>10</b></p> <p>Exercising autonomy and initiative in practical sessions but also work as part of a team.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> TBC	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

**Learning and Teaching**

The teaching and learning approach will utilise a flexible, hybrid approach to delivery. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures via the virtual learning environment. Synchronous sessions will comprise applied practical sessions in the laboratory and workshops. Much of the learning will be achieved through formative practical challenges, directed independent study tasks, group work and/or class discussion, and creative problem solving.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Laboratory/Practical Demonstration/Workshop	6
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	6
Independent Study	82
	Hours Total 100

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

**Recommended texts:**

The most recent versions of:

Burke, L. *Practical Sports Nutrition*. Champaign, IL: Human Kinetics

McArdle, W.D., Katch, F.I., and Katch, V.L. *Exercise Physiology: Nutrition, Energy, and Human Performance*. Baltimore, MA: Lippincott Williams and Wilkins.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Engagement Procedure**

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.

Please refer to the Academic Engagement Procedure.

For the purposes of this module, academic engagement equates to the following: Attendance of teaching sessions (e.g., online or face-to-face tutorials and practicals), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

**Equality and Diversity**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

The UWS Equality and Diversity Policy is located here: [UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

## Supplemental Information

<b>Divisional Programme Board</b>	Sport, Exercise and Health
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Sport and Exercise
<b>Moderator</b>	Nicholas Sculthorpe
<b>External Examiner</b>	A Tocknell
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Case Study 100%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>				
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Case Study	✓	✓	100	tbc
<b>Combined Total For All Components</b>			100%	TBC hours