

## Liverpool John Moores University

Title: Exploring Aspects of Sport, Physical Education or Nutrition  
Status: Definitive  
Code: **3006SSLN** (126173)  
Version Start Date: 01-08-2021

Owning School/Faculty: Sport and Exercise Sciences  
Teaching School/Faculty: Sport and Exercise Sciences

Team	Leader
Sarah Nixon	Y

**Academic Level:** FHEQ3      **Credit Value:** 20      **Total Delivered Hours:** 20

**Total Learning Hours:** 200      **Private Study:** 180

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Seminar	20

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio (equivalent to 4500 words)	100	

### Aims

*This module aims to enable students to collaborate with subject staff to create both the content and the assessment for the module to support the transition into Level 4. Through a co-creation process the students' subject interests will be harnessed to enable them to develop their knowledge in a self-selected topic area. The module aims to be flexible to enable the students to explore an area of interest to them and be assessed in a manner that supports this.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Co-design and undertake an assessment to support learning in an area of sport, physical education or nutrition.
- 2 Illustrate knowledge of sport, physical education or nutrition principles.
- 3 Produce a portfolio using appropriate academic style and content.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio	1	2	3
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## Outline Syllabus

*Subject theory overview and selection*

*Application of theory to practice*

*Problem identification and approaches to finding alternative solutions*

## Learning Activities

Seminars

## Notes

This module will be supported by small group teaching, focused on the specific degree route the student has chosen to study. Working together the staff and students will co-design the module content and agree on the focus of the portfolio. This will be an intensive experience and will support the student's transition into the next year of study.