

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Sport and Exercise Science
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECoS Code:	100433
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	N/A
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	September 2019
1.19 Date of Commencement:	September 2020
1.20 Review Date:	September 2026

2. Programme Outline

The MSc Sport and Exercise Science programme features a comprehensive and contemporary approach to learning, research and applied practice in the sport and exercise science sector. In order to apply for accreditation as an applied sport scientist, a related post graduate qualification is required.

Graduates of sport and exercise science programmes face fierce competition with other professionals for many roles in the sport and exercise science industry. It is therefore the aim of this programme to provide students with a greater understanding of the integration of the

various sub-disciplines and the interplay of those to provide a holistic view of work in the sport and exercise science sector. To become an accredited BASES scientist with Chartered status; a relevant programme of post graduate study is required.

The programme is underpinned by current research, theoretical discourse and professional practice with specific applied emphasis to ensure students are practically and ethically competent in the field of sport and exercise science. The programme aims to encourage learners to consider continued professional development of practical, ethical and transferable skills pertinent to the British Association of Sport and Exercise Science (BASES) Supervised Experience

2.1 Integrating Sustainability into the Curriculum

The exposure and immersion in a wide range of sport and exercise science opportunities throughout the duration of study enhances student sustainability and skill development in the field.

"Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". It requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. The MSc Sport and Exercise Science programme supports this through social justice, ethics and wellbeing, and how these relate to ecological and economic factors.

The natural alignment of the subject area directly impacts physical fitness, and instils healthy lifestyle choices, positive mental health and cognitive development, providing improvements in self-esteem, self-confidence and strategies to reduce depression and anxiety.

Increasing participation in sport and exercise ultimately provides enhanced inclusion, social skills, appreciation of the environment and development of sustained health of the population. The Masters level programme will enable students to participate in critical discussions and actions linked to sustainability which embrace the University's thematic concepts of global citizenship, employer engagement and digital scholarship.

The University has a commitment to the environment and sustainability agenda and embedding these considerations is a priority of the programme team. The team will aim to reduce impact on the environment through engagement with e-learning, submission and resources.

3. Distinctive Features

The MSc programme looks to build upon undergraduate British Association of Sport and Exercise Sciences (BASES) endorsed programmes that develop a necessary foundation of sport and exercise knowledge. The programme has strong links to industry drawn from the School of Sport, Health and Wellbeing and sport employer-partner links. The programme is distinctive in the following ways:

- It is a specialist progression for graduates and those with relevant vocational experience to develop postgraduate level competencies required to undertake BASES Supervised Experience.
- It will be delivered in an intensive manner enabling equality of opportunity and widening participation for those who are already in employment or those wanting to return to study on a part-time basis.
- Innovative, real-life projects will be embedded at the module level.

- Practical real-life curriculum will be used to explore the integration of disciplines to allow students to develop problem solved approaches to help strengthen their employability.
- Students will experience research-informed teaching from experienced research active staff in the field.
- Students will be presented with research opportunities and linked with the world class facilities available in the BASES accredited sports science laboratory.

4. Programme Aims

The programme aims to:

- Provide students with an in-depth knowledge and understanding of the disciplines of sport and exercise science, including a critical awareness of applied research, current issues and developments informed by current scholarship and academic research.
- Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
- Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or further study by equipping them with a diverse range of skills.

The specific programme aims are to:

- Develop a critical understanding of the concepts, theories, principles and practices of working in the sport and exercise science context.
- Develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship within the field of sport and exercise science.
- Allow students to design, implement and evaluate safe, effective and relevant sport and exercise science assessment and interventions with supervision and engagement with reflective practice.
- Develop students' knowledge and understanding of professional practice frameworks, ethical considerations, effective communication and professional boundaries in the applied practice of the sport and exercise science context.
- Equip students with the education and skills to become autonomous practitioners within a multi-disciplinary team.

5. Programme Learning Outcomes

The programme provides students with the opportunity to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the QAA Characteristics Statement for Master's Degrees (2015) and the FHEQ level 7 framework and have been adapted for this programme of study:

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. An ability to identify, analyse and critically reflect upon appropriate theory and contemporary issues in sport and exercise science;
2. Critical reflection in respect to current problems or contemporary insights in sport and exercise science;

3. Comprehensive knowledge and understanding of the principles of scientific enquiry, including the evaluation of the research process and how to conduct qualitative and quantitative research of relevance to sport and exercise science;
4. An ability to appraise and manage the implications of ethical dilemmas and ethical decision-making practice, working proactively to formulate solutions relevant to sport and exercise sectors.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. A level of conceptual understanding that allows the sport and exercise scientist to critically evaluate the current knowledge, theory, applied practice frameworks and guidelines pertinent to sport and exercise science;
6. The ability to critically self-reflect on learning and practice with initiative and originality in problem solving;
7. The ability to undertake analysis of, and differentiate between, complex, incomplete or contradictory areas of knowledge, communicating the outcome effectively with critical awareness;
8. The critical analysis and appreciation of different perspectives, values and strategies of applied practitioners in the field and synthesise these with theory to deal with complex issues systematically and creatively;
9. The ability to act with autonomy to plan and implement tasks, making decisions in complex and unpredictable situations within the practice of applied sport and exercise science.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. Critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;
11. Critical self-assessment of key and vocational skills in the field of applied sport science;
12. Technical proficiency in a comprehensive array of sport science assessment with precision and effectiveness adapting and developing new skills as appropriate;
13. The ability to use a range of research methods and techniques to collect data, undertake assessment, apply interventions to critically evaluate sport and exercise science practice.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. Initiative and personal responsibility when working alone or with others on applied problems or tasks;
15. The making of decisions in complex applied situations using systematic and creative methods and communicate conclusions clearly;
16. The ability to critically reflect upon foreign cultures and philosophies pertinent to sport and exercise science;
17. The ability to be an independent and self-critical learner, guiding the learning of others and managing;
18. Autonomy in undertaking research studies to allow the dissemination of work appropriately in a range of different formats.
19. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

6. Learning and Teaching Methods

The MSc Sport and Exercise Science programme adopts key aspects of the Learning and Teaching Strategy (2020-2025) with the vision: 'to inspire creative and engaging learning environments, to embrace the holistic development of all those within the University community and to deliver an authenticity of experience to empower self-realisation'.

Regular formative feedback is embedded within the programme to enable students to monitor their own progress and identify areas for future development. Most methods of formative assessment utilise the digital learning resources available which facilitates the distant learning process. The use of 'lecture capture' in lectures has been effectively used by students who are able to re-visit lectures for revision purposes. The introduction of this technology has been well received by staff and students.

The development of key and transferable skills and professional practice/employability skills is embedded through a variety of approaches including field work, guest speakers, course conference attendance and presentations, industry placements and access to continued professional development materials.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including <i>VLEs</i> , self-directed study etc.
Case Studies	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Distance Learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a <i>VLE</i> and other electronic resources, utilising software such as Panopto and Audacity.
e-learning	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions for notices and updates.

Field Work	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Guest Speaker	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
Observations	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practicals	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
Presentations	A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.
Problem-based Scenarios	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Professional Practice/ Placement	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Reflective Learning /Critical Reflection	Students will critically reflect on their experiences, allowing them to identify best practice, challenges and areas for improvement within their own work.

Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on a particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Tutorials/ Academic Tutorials	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Video Viewing and Analysis	Students view instructional/educational videos for academic content.
Virtual Learning Environment	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, and discussion forums) that supports teaching and learning in an educational setting.
Workshops	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

The programme aims to provide a holistic and inclusive pedagogical approach to learning that is inclusive to all. This approach will feature contemporary approaches with use of digital learning and learning tools, lab-based techniques. Pedagogical approaches within the programme will also recognise the importance of collaboration to enhance the student learning experience.

The scientific and practice-based focus of the programme is underpinned by academic knowledge and understanding. A range of learning, teaching and assessment strategies are adopted to enable flexible, student-centred learning including creative uses of platforms available via the Virtual Learning Environment. Teaching methods include a mix of scheduled learning, independent study and placement learning to enable students to bridge the gap between theory and practice. Learning and teaching methods are designed to develop students' practical skills, provide stimulating and challenging assessment whilst considering different learners' needs, maintain academic rigour throughout and develop the students as independent and self-directed learners and practitioners.

6.2 e-Learning

The Sport and Exercise Science programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. Teaching examples include the use of Edublogs to review placement experiences, online assessments and the provision of podcast and webinars. Students are encouraged to

produce, share and utilise a range of e-learning resources as part of their learning experience. The programme also has a twitter feed that encourages dissemination of practical sport and exercise science information from professional organisations and the development of professional networks.

Members of the programme team are receptive towards the development of a ‘Smart Campus’ and utilise the technology available to them. The use of the CleverTouch screens in teaching rooms has been used to record students’ activities during teaching and then made available via the virtual learning environment for access. Formative assessments through platforms such as Socrative are also regularly used and this facilitates independent learning and provides students with ongoing feedback regarding their progress.

7. Modes of Assessment

Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work-based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated on the VLE. Students are provided with assessment guidance and marking frameworks are made available during assessment workshops at the module level.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment is employed to support students in their learning and development. Students are encouraged to reflect on their own performance within assessments in line with the values of the University to empower students to become successful graduates.

The University uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

Method	Description
Master’s Thesis Proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research
Master’s Thesis	An in-depth independent study of 15000 words (or equivalent), approved by the module leader, following a topic of the students’ choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.
Portfolio/Portfolio (Evidence Based)	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets and may use digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students’ achievement.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The MSc Sport and Exercise Science (SES) programme provides opportunities for all students to apply and develop their knowledge, practical skills and values in relevant applied SES contexts obtaining professional and personal progression. Through this experience, they will gain valuable skills that will enhance their future employability. SESM02 will be the main aspect of the taught programme where students will be required to complete up to 75 hours on a relevant placement in sport and exercise science. The module will be co-ordinated by the University's Employability team and to ensure the placement adheres to the University Policy on Placement Learning.

The module will embed aspects of the BASES supervised experience process and students will engage with aspects aligned to the competency profile such as reflective practice and ethics and confidentiality. The nature of the placement will be negotiated in line with the students' specialist interest and students will be guided and supported by BASES/HCP/UKSCA and NSCA accredited staff. SESM01 and SESM03 will also provide the students with real life experiences, combined with SESM02 will provide students with hours of practice that could as part of the Reflective Log for BASES Supervised Experience.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
MRSM02	Interdisciplinary Qualitative and Quantitative Research Methods	30	100% Coursework	Semester A	Compulsory	Non- Condonable
SESM01	Applied Sport and Exercise Science: athlete profiling, intervention and monitoring	30	100% Coursework	Semester A	Compulsory	Non- Condonable
SESM02	Applied Professional Practice	30	100% Coursework	Semester B	Compulsory	Non- Condonable
SESM03	Training and Competitive Environments	30	100% Coursework	Semester B	Compulsory	Non- Condonable
SEPM06	Master's thesis	60	100% Coursework	Semester C	Compulsory	Non- Condonable

Key: Semester X = A & B

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SESM01	Applied Sport and Exercise Science: athlete profiling, intervention and monitoring	30	100% Coursework	Semester A	Compulsory	Non- Condonable
MRSM02	Interdisciplinary Qualitative and Quantitative Research Methods	30	100% Coursework	Semester A	Compulsory	Non- Condonable
SESM02	Applied Professional Practice	30	100% Coursework	Semester B	Optional	Non- Condonable
SESM03	Training and Competitive Environments	30	100% Coursework	Semester B	Optional	Non- Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SESM02	Applied Professional Practice	30	100% Coursework	Semester B	Optional	Non- Condonable
SESM03	Training and Competitive Environments	30	100% Coursework	Semester B	Optional	Non- Condonable
SEPM06	Master's thesis	60	100% Coursework	Semester C	Compulsory	Non- Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September - January	September, October, November, December, January	MRSM02: Interdisciplinary Qualitative and Quantitative Research Methods
September - January	September, October, November, December, January	SESM01: Applied Sport and Exercise Science: athlete profiling, intervention and monitoring
January - May	February, March, April, May	SESM02: Applied Professional Practice
January - May	February, March, April, May	SESM03: Training and Competitive Environments.
June - August	June	SHSM06: Master's thesis

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September - January	September, October, November, December, January	SESM01: Applied Sport and Exercise Science: athlete profiling, intervention and monitoring
September - January	September, October, November, December, January	MRSM02: Interdisciplinary Qualitative and Quantitative Research Methods
January - May	February, March, April, May	SESM03: Training and Competitive Environments OR SESM03: Training and Competitive Environments

Year 2

Duration	Taught Input	Module
January - May	February, April	SESM03: Training and Competitive Environments OR SESM03: Training and Competitive Environments
June - August	June	SHSM06: Master's thesis

Structure and Points of Progression

Full time (12 months)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SESM01	Applied Sport and Exercise Science: athlete profiling, intervention and monitoring	30	1	MAB – Feb PAB – Feb	
MRSM02	Interdisciplinary Qualitative and Quantitative Research Methods	30	2	MAB – Feb PAB – Feb	PG Certificate
SESM02	Applied Professional Practice	30	3	MAB – June PAB – July	
SESM03	Training and Competitive Environments	30	4	MAB – June PAB – July	PG Diploma
SHSM06	Master's Thesis	60	5	MAB – September PAB - September	MSc

Part time (24 months)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SESM01	Applied Sport and Exercise Science: athlete profiling, intervention and monitoring	30	1	MAB – Feb PAB – Feb	
MRSM02	Interdisciplinary Qualitative and Quantitative Research Methods	30	2	MAB – Feb PAB – Feb	PG Certificate
SESM03	Training and Competitive Environments	30	3/4	MAB – June PAB – July	
SESM02	Applied Professional Practice	30	3/4	MAB – June PAB – July	PG Diploma
SHSM06	Master's Thesis	60	5	MAB – September PAB - September	MSc

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Professional Advisory Group for this programme provide valuable guidance regarding the on-going development of the undergraduate and post-graduate programme content, placement opportunities and career opportunities for students. The professional participants of this team are comprised from University employer-partners and accrediting/endorsing bodies (BASES/REPS). The members of this group meet virtually at 3 points across the year and ensure there is broad representation and feedback from industry and academic rigour is present across the provision.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. The research process throughout the provision will help to prepare students to pursue a postgraduate research position or continue their professional training by completing doctoral studies. In conjunction with doctoral studies there are progression opportunities within higher education teaching such as becoming an associate fellow of the Higher Education Academy (HEA).

14. Employability and Career Progression Opportunities

Students who wish to pursue a career in Sport and Exercise Science can follow the route of becoming an accredited Chartered Scientist with BASES post successful completion of the BASES supervised experience route: https://www.bases.org.uk/spage-professional_development-supervised_experience.html.

Outside of the accredited BASES route, the MSc programme is a highly transferable degree and careers for sport and exercise scientists are varied and wide ranging. Careers can be forged in the performance, professional coaching and officiating, rehabilitation, health and social exercise, research and teaching environments.

15. Support for Students and for Student Learning

The University recognises the value of the complete student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor (PDT)* for every student
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Comprehensive online module support through the VLE
- The Chaplaincy Centre, which is at the heart of the University, is used for social gathering, quiet reflection and prayer.
- Students are supported by Marjon Student Union sabbatical officers and full time members of staff.
- On campus Nursery provision (Flying Start)

*Each student has a PDT who takes a pastoral, academic and career development support role in conjunction with Marjon Futures who fully support students throughout their programme by offering students enriching career, travel, volunteer, enterprise and professional development opportunities.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Participants will be invited to participate in the Postgraduate Taught Experience Survey (PTES). In addition, feedback at programme level will be achieved through programme and module evaluation surveys. Programme and module evaluation feedback is attained through surveys at

mid and end points of the academic year. In addition, session feedback can be captured instantaneously through the use of Check Out. Feedback from the surveys are fed back to the relevant cohorts via an array of different forums.

Students elect course representatives who meet with the programme team at least three times throughout the year to form the student liaison committee. Staff are committed to ensuring that students have a voice and the loop of feedback is closed to invoke improvement and change where appropriate.

17. Other Stakeholder Feedback

- Existing Undergraduate students at the University on sport related programmes
- External Examiner for the BSc (Hons) Sport and Exercise science and Strength and conditioning programmes
- Professional employer-partners and professional sport and exercise science providers
- BASES accredited members.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

