Programme Specification – Definitive Document

1. Section 1: BASIC INFORMATION

1.1	**Awarding Institution:**	University of St Mark and St John
1.2	**Teaching Institution:**	University of St Mark and St John
1.3	**Locus of Delivery:**	University of St Mark and St John
1.4	**Final Award Title:**	**Bachelor of Science (Hons)**
1.5	**FHEQ Level:**	**4, 5 & 6**
1.6	**Programme Title:**	**Sport and Exercise Science**
1.7	**Mode and Duration of Study:**	Full time / Part time; 3 years / 6 years
1.8	**UCAS Code(s):**	5A8R
1.9	**Admission Criteria:**	280-320 UCAS points: A level BBC – BBA; BTEC DMM - DDD • DBS check as per University policy: Students involved in an unsupervised regulated activity with children will require satisfactory DBS (Disclosure and Barring Service) clearance. • GCSE English Grade C and above • Level 3 qualifications (e.g. A level) in one or more of: PE, Biology, Science, Maths or equivalent experience. In addition to the above preference will be given to applicants with one or more of the following: • Engagement in sport as a participant, coach, leader or volunteer • NGB awards • Leadership awards (JSLA, CSLA, HSLA)

		• Work experience in an appropriate sports environment • Applications from non-traditional learners will be encouraged and their acceptance on the programme will reflect their work experience and ability to adapt to Higher Education. • Access Qualification – Pass Recruitment follows University policies which promote equality of opportunity. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent
1.10	**Accrediting Professional Body/ PSRB:**	None
1.11	**QAA Subject Benchmarking Group(s):**	Hospitality, Leisure, Sport and Tourism (2008)
1.12	**Other External Points of Reference:**	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) QAA UK Quality Code for Higher Education British Association of Sport and Exercise Sciences Undergraduate endorsement scheme British Association of Sport and Exercise Sciences Supervised Experience Competency profile National Occupational Standards: Sport Science
1.13	**Language of Study (for learning, teaching and assessment):**	English
1.14	**Work-Based Learning Arrangements:**	SESD90 – Work-based Learning: Sport and Exercise Science

1.15	**Foundation Degree Progression Routes:**	None
1.16	**Arrangements for Distance Learning:**	Not applicable
1.17	**Original Date of Production:**	November 2015
1.18	**Date of Commencement:**	September 2016
1.19	**Review Date:**	September 2022

2. Programme Outline

The BSc (Hons) Sport and Exercise Science programme establishes a contextualised understanding of the application of science (medicine, physical sciences and psychology) to sport performance and the optimisation of exercise participation. The programme identifies key strategies and techniques for optimising sports performance and maximising the benefits of exercise and is endorsed by the British Association of Sport and Exercise Sciences (BASES; BUES).

The BSc (Hons) Sport and Exercise Science is a multi-disciplinary programme and the core curriculum draws from the academic sub-disciplines of sport physiology, sport psychology and sports biomechanics that underpin sport and exercise science academically and in applied practice. The programme is underpinned by current research, theoretical discourse and professional practice specific to sport performance and exercise participation. Importantly, the programme is designed for students to become practically competent when working in the sport and exercise science sector.

The University's productive links with professional sports clubs, as well as elite and community sports programmes and athletes in Plymouth and beyond, provides numerous opportunities to develop students' sport and exercise science knowledge in an applied setting. The BSc (Hons) Sport and Exercise Science degree prepares students to work not only as a sport and exercise

scientist but also in a range of roles related to the degree including the exercise and fitness industry, health provision, supporting the coach and coaching process, teaching, research and rehabilitation.

The sport and exercise science facilities enable students to develop and apply their knowledge in both a laboratory and field based setting. Their learning is supported with academic staff who hold both academic and professional practice qualifications and who continue to work in the sector as practitioners.

2.1 Integrating sustainability into the curriculum

The programme team are responsible for embedding sustainability into the curriculum. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team work alongside other university-wide agendas such as employability and student engagement to embed these concepts wider.

Higher Education is recognised as an important ground for application of these essential skills. The 'instructor-learner' relationship is a unique one where learners apply, and instructors observe, "sustainability-in-action" in the context of a variety of strength and conditioning disciplines. The curriculum has been thoughtfully aligned and made relevant to ensure these principles are being implemented.

3. Distinctive Features

The validation of the BSc (Hons) Sport and Exercise Science degree programme promotes a quite distinctive and aspirational model of undergraduate provision in this discipline. The programme will provide an exceptional student experience in a unique way that will differentiate the University from the rest of the sector. The programme retains the strongest aspects from previous provision and builds upon this to provide a robust learning experience that is vocationally driven.

The distinctive features of the degree programme include:

- National recognition of the programme through the British Association of Sport and Exercise Sciences endorsement scheme (BUES);
- The opportunity to gain credit, for national accreditation, post the degree programme in line with BASES supervised experience;
- The practical application of the subject knowledge at every level of the degree programme and in every module, this includes sport performance and exercise participation;
- The use of exceptional sport and exercises facilities to demonstrate the practical and applied nature of the discipline;
- The opportunity for students to specialise in year 3 of the degree programme in a discipline, i.e. physiology or psychology for example, or in a sport science performance context, and/or in an exercise participation context integrating the three sub-disciplines;
- The embedding of transferable employability skills in practical sport and exercise science modules from year 1 of the degree programme;
- The opportunity to work with athletes and clients, within a module structure, to gain additional professional and employability skills;
- The opportunity to work with qualified staff with a wealth of practitioner experience in both performance sport and exercise participation.

In addition to the above distinctive features students on the programme will also have the opportunity to refine and practice their skills in an experiential and customer facing capacity. This includes:

- The student sport and exercise science support team delivering a range of performance, exercise and rehabilitation activity specific to external clients, teams and athletes;
- The multi-disciplinary team, including sports therapy students, physical activity and health students and strength and conditioning students, providing a holistic approach to rehabilitation and performance;
- Working as part of multi-disciplinary team supporting the University student

sports teams;

- Engaging with clients as part of a team delivering health checks for the local community and local businesses and advising on exercise participation as part of a healthy lifestyle.

The programme will remain distinct by the way in which shared modules are delivered, the pedagogic approach used to model sport and exercise science for students and the change of assessment title to ensure relevance and fitness for purpose. The programme has been designed to meet the new model by having prescription in year one and allowing a specific degree of flexibility in year two, for direct entry and scholarship students only, through an independent study module. Students will be guided and advised on the use of the independent study module within the programme however the preferred approach will be to complete the sport and exercise science discipline modules in the year. The research methods and work based learning module (WBL) are compulsory in this year. In the third year optional modules will be available and guidance on the selection will be provided by staff and will reflect the direction of the students' career pathway. Progression opportunities also exist through direct entry into Year 3 of the programme (advertised externally as Direct Entry opportunities).

The programme has been designed around a back bone of core knowledge running through all levels of the degree. These compulsory non condonable modules provide a unique programme perspective aimed at ensuring an excellent student experience and enable more effective ways of managing staff workloads to create greater capacity for research, knowledge exchange and scholarship. In order to ensure coherence, balance and integrity of the BSc Sport and Exercise Science degree programme a number of external reference points have been used including the relevant Quality QAA benchmark statements for 'Hospitality, Leisure, Sport and Tourism', National Occupational Standards at Level 4, BASES Undergraduate Endorsement Scheme and BASES accreditation via supervised experience. These provide additional programme specific reference points. In addition the degree programme has been designed with reference to employability. It offers a balance of intellectual and practical skills and the related opportunities to apply such learning within the workplace to ensure students are equipped with relevant knowledge and skills in preparation for employment or further study.

The programme is specifically focused towards developing students' knowledge and understanding of sport and exercise science, and applying this within meaningful practice. The programme specifically aims to provide a practical approach to sport and exercise science and its associated pedagogy to enable students to understand the breadth of the field and the variety of opportunities to develop careers in this field. The breadth of study helps students to future proof their careers in sport and exercise science in line with this specialist area of study.

In recent years sport has achieved a much higher profile than ever before, as the Government pursued a national policy agenda that aimed to achieve increases in mass participation, improved competitive sports structures, international success, hosting mega events, such as the London 2012 Olympics, and using sport to support a cross cutting social inclusion agenda. The Government's intervention has influenced the public, commercial and voluntary sectors through a plethora of initiatives. In order to fulfil such initiatives qualified professionals, across a wealth of sport provision, are required and this programme addresses this requirement linked to performance and participation and the associated process and practice across the public, voluntary, and commercial sectors.

4. Programme Aims

The Programme aims to:

- Develop a critical understanding of the concepts, theories and principles of sport and exercise science.

- Develop a critical understanding of human response and adaptations to sport and exercise science intervention in sports performance and exercise participation.

- Allow students to design, implement and evaluate safe and effective sport and exercise science assessment, intervention and monitoring programmes that are transferable and encompass both the sport performance and exercise environments.

- Allow students to develop and apply their research skills within sport and exercise science, with an appreciation of moral, ethical, education and legal issues.

- Allow students to become technically proficient in an array of practical sport science and exercise assessment, intervention and monitoring techniques.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A comprehensive and critical understanding of the sport and exercise science disciplines underpinning human structure, function, movement and performance;
2. Planning, application and critical evaluation of the theories and concepts of sport and exercise science through interventions and personal reflective practice;
3. An understanding of the moral, ethical, educational and legal issues which underpin professional practice in sport and exercise science;
4. Comprehensive knowledge of sport and exercise science techniques that are transferable and not limited to the performance environment.

Intellectual skills:

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

5. Critical assessment and evaluation of evidence, within sport and exercise science, to develop reasoned and informed argument;
6. Analysis, description and interpretation of data using a variety of appropriate sport and exercise science techniques;
7. The interpretation of knowledge and information to solve problems in theoretical and practical sport and exercise science contexts;
8. Critical evaluation of theories, principles and concepts in sport and exercise science with minimal supervision;

9. The application of existing theories, concepts and techniques in sport and exercise science to solve new problems;
10. Responsibility for their learning and continuing professional development within a sport and exercise science context.

Transferable / key skills:

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

11. Effective communication in a variety of forms reflective of a sport and exercise environment;
12. Critical reflection and evaluation of personal strengths and weaknesses within a sport and exercise science;
13. Effective team work, and team membership, and take responsibility for leadership where appropriate;
14. The selection and management of information using appropriate ICT, reflective of sport and exercise science, including the internet, word processing, spreadsheets and statistical software packages;
15. The selection and use of appropriate quantitative and qualitative sport and exercise science techniques for data collection, presentation, analysis and problem solving;
16. Confidence to challenge received opinion and debate, within sport and exercise science, in a professional manner.

Practical skills:

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

17. Safe and effective sport and exercise science laboratory and field based practice; to include risk assessment and the identification of emergency procedures;
18. The application of appropriate needs analysis to inform sport and exercise science interventions in different populations;
19. The selection, design, prescription and implementation of appropriate sport and exercise science interventions for different populations;
20. Competence in the monitoring of procedures to evaluate sport and exercise

science effectiveness;

21. Effective communication with athletes, coaching population and other members of the athlete support team where appropriate.

6. Learning and Teaching Methods

6.1 Learning Enhancement

The BSc (Hons) Sport and Exercise Science curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media .

The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi- dimensional influences of sport and exercise science to professional practice.

Modules in the Sport and Exercise Science curriculum carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective academic staff.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course employs a variety of approaches, such as field based assessment, laboratory based assessment, guest speakers, applied practice with

industry, project work, industry placements, promoting voluntary placements, and access to and promotion of additional practitioner qualifications. The activities and events across the programme are visible to all students via the Virtual Learning Environment (VLE). The VLE allows students to have an overview of learning opportunities that are integrated in their programme, but decoupled from modules, allowing access to a wide range of learning opportunities e.g. national governing body awards, sport and exercise science support, voluntary experiences.

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:

Case Studies

A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.

Computer based learning / E-learning

Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.

Critical reflection:

Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.

Critique - Individual

The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.

Directed Study and reading

Specific reading task set by the lecturer for students.

Electronic material

This includes VLE based exercises and other software

Field work

Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room

Group discussions

A focus group work together to discuss opinions and gauge their responses to specific stimuli.

Group Work

Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.

Guest speaker

Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

Independent learning/directed self-study

Activities where an individual learner conducts research, or carries out a learning activity, on their own.

Lectures/whole group lecturers

Subject introduced and delivered by the teacher in a specific time which transmits information

Observation (methods)

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.

Practical sessions (including Field and Laboratory based investigations)

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

Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

Seminar groups

These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.

Student-led presentations

Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.

Tutorials

One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.

Video viewing and analysis

Students view instructional/educational videos for academic content

Virtual Learning Environment

A software system designed to support teaching and learning in an educational setting.

Work based tasks

Learning events which take place within a working environment enabling learners to develop 'real' skills and practices

Workshops

A group of people engaged in intensive study or work normally in a creative or practical field.

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. The programme also has a twitter feed that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy of the BSc (Hons) Sport and Exercise Science programme uses a holistic approach incorporating formative and summative achievement of Learning Outcomes.

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 in module teaching

handbooks and incorporated into assignment marking criteria to guide the student.

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 will be required to reflect on their own practice within assignments and therefore it will be personal to them and their own circumstances and learning journey. This will support an objective approach to assessment against the academic criteria.

The programme team use anonymous marking on exam scripts and aim to move towards increased anonymous marking of coursework once the University systems are in place to enable this. Certain practical elements of the programme and presentations and personal reflections cannot be marked anonymously and students have indicated that they like specific feedback that is personal to their work.

Students will be required to reflect on their own practice within assignments and this will potentially avoid the temptation for plagiarism within formative and summative assessment and will support assessment against the academic criteria. 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.

Case study:
An analysis of a real-life example within the field of sport and exercise science.

Critical review:
A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to

a topic.

Developmental Project:

An independent study, approved by the module leader, which should indicate clear improvement and development specific to a learning environment.

Essay:

A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor

Formal examination:

Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

Honours Project:

An in-depth independent study of 10000 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.

Learning agreement:

A contract style agreement evidencing an action plan for improving specific aspects of learning in an HE environment.

Oral Presentation:

A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. They could be individual or group.

Portfolio / E-Portfolio / Resource File/Online Reflective diary:

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, digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.

Poster Presentation:
Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of the selected topic and communication skills.

Practical Examination/Assessment:
Examination of personal performance in for example instructing, coaching, leading lab sessions, ICT.

Report / Laboratory 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.

Research project:
An independent study, 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.

Research proposal:
A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

8. Exemptions to University Regulations

None

9. Work-Based Learning / Placement Learning

The Sport and Exercise Science degree provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Students will have structured work experience opportunities (SESD90) and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest.

All students that engage in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations.

Students can engage with industry at several points throughout their programme, through applied projects (SESD90; SHSD01), practical delivery (SHSC01; SHSD02; SESH01) and sport and exercise science support (SESH05). The programme is vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the sports industry, and specifically the role of a sport and exercise scientist, is integral to the programme and the breath of the sporting landscape and employment opportunities becomes apparent to students.

10. Programme Structure

The programme structure is noted below. Year 1 of the programme is prescribed with the non- condonable module noted in line with University curriculum model and policy. Year 2 of the programme includes two compulsory non-condonable modules one of which is Work Based Learning (WBL) again in line with University policy. The research methods module is also compulsory and non-condonable as this is integral to successful completion of a 40c honours project in year 3. The optional modules in year 2 reflect the requirement for an independent study (SHSDIM) although this will only be offered in exceptional circumstances and following discussion with the module and programme leader. Students will then normally complete modules SESD01, SHSD02, SHSD03 and STCD01, two in each semester.

In year 3 the Honours Project (SHSHP1, 40c) is non-condonable and the only compulsory module. The Honours Project is an accumulation and a culmination of subject knowledge and understanding, transferable skills, practical skills and intellectual skills gained through the sport and exercise programme. The completion of an honours project is therefore a reflection on a skill set, specific to sport and exercise science, which will aid future employability. Successful completion is therefore imperative in order to ensure graduates have every opportunity to succeed in their chosen careers. Students will then normally choose 4 modules from SESH01, H02, H03, H04, H05, SHSH01 or SHSH02, two in each semester. In exceptional circumstances one independent study module (SHSHIM) can form part of the optional modules and this would be agreed through discussion with the module and programme leader. In year 3 discipline specific specialisation can also occur. This is achieved by selecting both discipline specific modules in year 3 eg. SESH01 and H02 or SESH03 and H04. In addition the optional modules in year 3 could also appeal to other programme areas including strength and conditioning, sport, physical activity and health, sport coaching and exercise physiology.

The programme is endorsed by BASES and as such the programme has been developed with the requirements for endorsement in mind. The key requirements are around the following aspects:

- Multi-disciplinary nature of the programme eg. physiology, psychology and biomechanics;
- Interdisciplinary study eg. applied interdisciplinary sport and exercise science;
- Develop research skills and scientific method eg. honours project and research methods and analysis in sport and health sciences
- Develop laboratory practical skills eg. anatomy and physiology for sport and exercise, performance and technique analysis for sport and applied sport and exercise psychology.

In addition the programme fulfils the remaining two criteria specific to laboratory and field based equipment and the academic and practitioner experience of the programme team.

The programme structure is shown overleaf.

BSc (Hons) Sport and Exercise Science

	Module Code[1]	Module Title	Credits	Assessment			Semester/ Term^	C/O*	Non-
				%age Course work	%age Written exam	%age Practical exam			
Level 4	SESC90	Engaging with Learning: Sport and Exercise Science	20	100			X	C	
	SHSC01	Foundations of applied practice in sport and exercise science	20	40		60	X	C	
	SHSC02	Anatomy and physiology for sport and exercise	20	30	40	30	A	C	
	STCC01	Strength and conditioning principles for sport and exercise	20		40	60	B	C	
	SHSC03	Introduction to sport, exercise and health psychology	20	50	50		A	C	
	SESC01	Introduction to human movement and biomechanics	20	100			B	C	
## Level 5	SHSD01	Research methods and analysis in sport and health sciences	20	100			X	C	x
	SESD90	Work-based Learning: Sport and Exercise Science	20	100			X	C	x
	*SESD01	Performance and technique analysis for sport	20	60		40	A	C*	
	*SHSD02	Sport and exercise physiology	20	100			B	C*	

	*SHSD03	Sport and exercise psychology	20	100			B	C*	
	*STCD01	Applied strength and conditioning for sport and exercise 1	20	50		50	A	C*	
	**SAHD01	Nutrition for Health	20	100			A	C**	
Level 6	SHSHP1	Honours Project	40	100			X	C	x
	SESH01	Performance biomechanics	20	60		40	A	O	
	SESH02	Injury biomechanics	20	60		40	B	O	
	SHSH01	Applied Exercise Physiology	20	35		65	A	O	
	SHSH02	Environmental physiology	20	70		30	B	O	
	SESH03	Advanced Sport and Exercise Psychology	20	100			B	O	
	SESH04	Applied sport and exercise psychology	20	50		50	A	O	
	SESH05	Applied interdisciplinary sport and exercise science	20	100			W	O	
	SAHH01	Physical Activity for clinical populations	20	50	50		X	O	
	**NUTH01	Nutrition for Sport	20	100			A	C**	
	SESH06	Work Based Learning	20	100			X	O	
	SHSHIM	Independent study	20	100			W	O	

***Compulsory for SES students only, optional for students taking the nutrition strand**

**** Compulsory modules for students following the nutrition strand within the degree only**

Key:

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

* C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

In year 2 (Level 5) of the programme, subject to negotiation with the programme leader and under exceptional circumstances, an Independent Study Module (SHSDIM) may replace one 20c module in semester B.

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

Not Applicable

12. Professional Advisory Group

An informal professionally based advisory team provides valuable guidance regarding the on- going development of the programme, placement opportunities and career opportunities for students. The professional participants of the team were consulted regarding this provision and provided additional advice on employability skills and their importance within the programme. Participants within the professional team provide placement opportunities for the students. The role, and participants, within the team will be reviewed on an ongoing basis to ensure broad representation from industry.

13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate education. Students may access the University's Post Graduate Certificate in Education with a specialism in either Primary or Secondary physical education; Masters level study; MRes or PhD studentships. Students on the programme have historically gone on to higher level study, notably Master's and PhD research, with the University of St Mark and St John and other providers. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

Careers for sport and exercise scientists are varied and wide ranging. The careers can be grouped under performance, professional sport coaching, rehabilitation, research, teaching, health and social exercise provision. Specifically these include:

- **Health:** National Health Service (NHS) the use of exercise professionals in preventative and rehabilitative treatment, via exercise, for chronic disease and post-operative support for patients aiding their return to full functional movement and well-being;
- **Performance**: professional sporting governing bodies and semi-professional competitive sport;
- **Professional Sport Coaching**: working within professional organisations supporting coaching, the coach and training of athletes;
- **Rehabilitation**: supporting rehabilitation specialists in regaining athlete fitness post injury in both the state and private sectors;
- **Research**: Master's and PhD study in specific sub-disciplines of sport and exercise science;
- **Social exercise provision**: exercise and fitness professionals working in the private sector.
- **Teaching**: post graduate certificate of education, primary or secondary physical education.

The BSc Sport and Exercise Science (SES) degree has been designed to respond to sector specific demands but also considers the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills' are embedded in a curriculum. As such the students on the BSc SES degree will develop employability skills in 4 ways:

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), University and industry conferences)
- Additional on /off campus activities (summer experiences, enterprise and entrepreneurship, volunteering, practical delivery, event attendance and engagement as a support team or member)
- Work placements / industry events
- Careers advice and industry style job interviews.

The integration of employability skills into the curriculum has been ensured by considering the alignment of module content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- Literacy and numeracy
- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully
- Responding to challenges

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

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Student support and guidance is further promoted by the following:

- A Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for quiet reflection and prayer.
- On-campus Nursery provision

In addition the Student Union offers support, guidance and pastoral advice to all students across an array of situations.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an ongoing and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two way reporting is apparent to students. Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives.

Minutes and Action Points are available via Learning Space and Actions from previous meetings are formally followed up at subsequent meetings.

- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The Programme Team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, e.g. through module evaluations or via discussions at the Staff Student Liaison Committee, are evidenced via minor modification processes that require student engagement as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- The development of the curriculum was also discussed with graduates embarking on careers in the sport and exercise science sector
- Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC. This evidences student feedback and how that influences the continuous development of the programme.

17. Other Stakeholder Feedback

Feedback was sought, and received, from graduates, employers, previous external examiners and colleagues from other HE institutions. The focus of the feedback was around the development of the sport and exercise modules in relation to better preparing graduates for the work environment and in developing their depth of knowledge at the sub-discipline level,
i.e. injury biomechanics, performance psychology, environmental physiology. This feedback has been duly incorporated into the curriculum.

Feedback from employers suggested a more explicit link with employability skills and this is evidenced in the curriculum at years 1 and 2, i.e. Engaging with learning: personal and professional skills, aspects within the foundations of applied practice such as leadership skills and in the compulsory work based learning module in year 2.

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 regulations 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 annual reporting cycle.

Appendix 1 - Learning Outcomes Mapping Matrix – BSc (Hons) Sport and Exercise Science

	Knowledge and Understanding				Intellectual Skills						Transferable/Key Skills						Practical Skills				
Module Code	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**
UMJC01			X			X	X	X			X	X	X	X		X					
SESC01		X	X	X		X	X		X	X	X		X			X	X			X	X
SESC02	X			X	X	X	X	X	X	X	X			X	X		X		X	X	X
SESC03	X	X	X		X		X		X	X			X	X		X	X	X			X
SESC04	X		X	X	X	X	X		X		X		X	X	X		X	X	X		X
SCCC01		X	X	X		X	X		X	X	X		X		X	X	X	X	X	X	
SAHD01	X	X		X	X			X	X		X	X		X	X			X	X	X	
SESD01	X		X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X
UM D02		X		X		X	X	X		X		X		X		X	X		X	X	X
SESD02	X	X		X	X	X		X	X	X	X		X		X	X	X	X		X	X
SESD03	X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	X	
SESD04	X	X	X	X	X	X		X	X	X	X		X	X		X		X			X
SCCD01	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X		X	X
SHSHP1		X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X
NUTH01	X	X	X			X	X		X		X		X	X	X		X		X		X

SAHH01	X			X	X		X	X		X	X		X	X		X	X			X	X
SESH01	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
SESH02	X	X	X		X	X	X	X	X		X		X		X	X	X		X	X	
SESH03	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X
SESH04	X	X	X	X	X	X		X	X	X	X		X	X	X		X	X	X	X	X
SESH05	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X		X	X
SESH06	X	X		X	X		X	X		X	X		X	X	X	X	X		X	X	
SESH07	X		X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
SPOHIM	X	X		X	X	X	X		X	X			X	X	X	X	X	X	X	X	X

Appendix 2:

Quality Assurance Framework

CREDIT LEVEL 4 (Certificate)	**Students awarded a qualification at this level will have demonstrated:**
Knowledge and understanding	- factual and/or conceptual knowledge and understanding of key concepts and principles associated with their area(s) of study using appropriate terminology; - an awareness of ethical issues in current areas of study with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	- the ability to analyse using given classifications/ principles; - the ability to synthesise ideas and information in a predictable and standard format; - the ability to evaluate the reliability of data using defined techniques and/or tutor guidance; - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of issues.
Practical skills	- the ability to operate in predictable, defined contexts using a range of specified (subject specific) techniques; - the ability to act with limited autonomy, under direction or supervision, within defined guidelines.
Transferable / key skills	- the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate their own strengths and weaknesses within criteria largely set by others; - responsibility for their own learning with appropriate support; - the ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise

	manner; - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues of the discipline.

CREDIT LEVEL 5 (Diploma)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- detailed knowledge of major theories of the discipline(s) and awareness of a variety of ideas, contexts and frameworks; - an awareness of wider social and environmental implications of area(s) of study; - an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	- the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information; - the ability to reformat a range of ideas and information towards a given purpose; - the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Practical skills	- the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
Transferable / key skills	- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using resources relevant to the discipline; - a professional working relationships with others; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; - the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats

	appropriate to the discipline(s), in a clear and concise manner; - the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.

CREDIT LEVEL 6 (Honours)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth; - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	- the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject; - the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision; - the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for contradictions; - confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	- the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.

Transferable / key skills	- the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage own learning using full range of resources relevant to the discipline; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.