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| **PART 1 – PROGRAMME SPECIFICATION** |
| **1** | **Awarding institution** | St Mary’s University, Twickenham |
| **2** | **Partner institution and location of teaching (if applicable)** | N/A |
| **3** | **Type of collaborative arrangement (if applicable)** | N/A  |
| **4** | **Award title** | Sport and Exercise Science |
| **5** | **Final award** | BSc (Hons) |
| **6** | **Interim award(s) with award titles (if specific titles have been designated)** | Certificate of Higher Education (CertHE)Diploma of Higher Education (DipHE)Ordinary degree |
| **7** | **Faculty and Institute/ Department with responsibility for the programme** | Faculty of Sport, Health & Applied ScienceDepartment of Sport and Exercise Science |
| **8** | **Language of study** | English |
| **9** | **Joint Honours combinations** | *BSc. Sport and Exercise Science with Physical Education and Sport and Youth Development, BSc. Sport and Exercise Science and Physical Education and Sport and Youth Development, BA/BSc Physical Education and Sport and Youth Development with Sport and Exercise Science* |
| **10** | **UCAS code** |  |
| **11** | **JACS code** | C600 |
| **12** | **Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition** | A particular combination of modules in the previous structure was endorsed by the British Association of Sport and Exercise Sciences (BASES). We have been advised by BASES to apply for (BUES) endorsement of the new structure after revalidation but before its introduction in 2020. |
| **13** | **QAA subject benchmark or other relevant external reference point** | The programme has been mapped against the QAA Events, Hospitality, Leisure, Sport and Tourism Subject Benchmark Statement (2016), in accordance with the University Mission and the SEEC credit level descriptors. |
| **14** | **Normal completion time and maximum duration of study** | Normal completion time:Full-time study – 3 years (6 semesters)Part-time study – 6 years (12 semesters) |
| **15** | **Mode of study** | Full time of part time |
| **16** | **Mode of delivery** | Face to face |
| **17** | **Date approved and name of authorised body** | Validation Panel Event April 2020 |
| **18** | **Applies to students commencing study in (month/year)** | September 2020 |
| **PART 2 – CURRICULUM SPECIFIC DETAILS** |
| **19** | **Summary of the programme**  | Sport science is the application of scientific principles to human performance via the interdisciplinary approaches of physiology, psychology and biomechanics. These three cornerstones of the profession are supported by the understanding and application of research principles and the underpinning of professional values, both key concepts in Sport & Exercise Science. |
| **20** | **Aims of the programme** | The programme aims to:• Provide a balanced, stimulating and academically sound education within the area of Sport and Exercise Science, which allows students to develop their academic and professional potential.• Provide students with the opportunity to investigate sport and exercise as an individual and multidisciplinary field with reference to reference to wider ethical and moral issues.• Develop students' conceptual knowledge and critical understanding of the major domains of Sport and Exercise Science and their application to sport performance and well-being. Joint honours students will be able to specialise in one of these disciplines at levels two and three, major and single honours students in more than one.• Enable students to become multi-skilled practitioners in their chosen field, establishing advanced techniques of enquiry and analysis, using a systematic understanding to relate current research to practice• Enable students to participate effectively within society through the development of transferable, practical and cognitive skills in dedicated skills modules and other modules in which skill acquisition is fostered and assessed. |
| **21** | **Criteria for admission** | All candidates must satisfy the general admissions requirements of St Mary’s University as set out in the University Admissions Policy. Specifically, the entry requirements for the course are as follows:• 112-96 UCAS points• BBC-CCC A Level (to include either Physical Education or one Science subject)• DMM-MMM BTEC Extended Diploma• English, Maths and Science GCSE (C/4 or equivalent)• 6.0 overall IELTS score (with no less than 5.5 in any section; or equivalent) |
| **22** | **Scheduled learning time** |

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| **Type of learning time** | **Number of hours** | **Expressed as %** |
| **Contact time** | 720 | 20% |
| **Placement/work-based learning hours\*** | 0 | 0% |
| **Guided learning hours** | 1440 | 40% |
| **Independent study time** | 1440 | 40% |
| **TOTAL** | 3600 | 100% |

\*Students have the option to complete a Work-based Learning Module which would total a minimum of 60 hours. |
| **23** | **Programme learning outcomes** | On successful completion of this programme, students will be able to:**Knowledge and Understanding**1. Demonstrate knowledge and understanding of the disciplines which underpin human structure and function in sport and exercise contexts.
2. Demonstrate knowledge and a systematic understanding of the factors which influence and enhance sport and exercise performance and well-being.
3. Demonstrate a critical understanding of the disciplines in which they choose to specialise.
4. Apply empirical scientific knowledge in a range of settings, so enabling enhancement of sport and exercise performance in an evidence-based manner.

**Cognitive Skills**1. Critically analyse and evaluate a range of literature and apply theory and concepts of sport and exercise science in practical contexts.
2. Think logically and critically when addressing particular issues and solving problems relevant to Sport and Exercise Science.
3. Adopt a critical approach to the collection and analysis of data, including the correct choice of methods in the recording, presentation and evaluation of data to a variety of audiences.

**Practical (subject-specific) Skills**1. Carry out practical activities using appropriate laboratory, experimental and field-based skills.
2. Undertake practical’s/assignments/investigations with due regard for ethical, moral, safety and risk assessment considerations.
3. Collect, record and analyse data with systematic enquiry
4. Plan, design, execute and communicate a sustained piece of independent research work using appropriate media and techniques.

**Transferable (Key) Skills**1. Communicate ideas and be able to devise and sustain arguments on paper and orally in a fluent and articulate manner.
2. Use initiative and take personal responsibility to plan and manage learning both independently and as part of a team.
3. Make appropriate use of information technology in both complex and unpredictable contexts.
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| **24** | **Programme structure and module requirements** | Students will have the option to take two pathways through the BSc Sport and Exercise programme single honours programme. These are the BUES (BASES Undergraduate Endorsement Scheme) route and the non-BUES route. The module options for these 2 routes are detailed below.The BSc Sport and Exercise Science BUES route, students will complete the following modules: **FHEQ Level 4 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS4065 | Introduction to research | 20 | 1 | Core |
| SPS4064 | Physiology of exercise | 20 | 2 | Core |
| SPS4063 | Fundamentals of sport psychology and skill acquisition | 20 | 1 | Core |
| SPS4062 | Functional anatomy | 20 | 1 | Core |
| SPS4060 | Fundamentals of biomechanics | 20 | 2 | Core |
| SPS4061 | Practical field tests in sport | 20 | 2 | Core |

 **FHEQ Level 5 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS5000 | Research Methods | 20 | 1 & 2 | Core |
| SPS5011 \* | Physiology of training | 20 | 1 | Option |
| SPS5054 \* | Contemporary insights into sport psychology | 20 | 2 | Option |
| STC5006 † | Neuromechanics of human movement | 20 | 2 | Option |
| SPS5041 \* | Sports biomechanics | 20 | 1 | Option |
| SPS5055 † | Testing and monitoring in sport | 20 | 2 | Option |
| SCS5023 | Skill acquisition | 20 | 1 | Option |
| SCS5043 | Notational analysis | 20 | 2 | Option |
| PSE5044 | Contemporary issues in PE and Sport | 20 | 1 | Option |
| WPL5053 | Experience and Employment in Sport | 20 | 2 | Option |

 **FHEQ Level 6 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS6001 | Research project | 40 | 1 & 2 | Core |
| SPS6011 ° | Applied sport and exercise physiology | 20 | 1 | Option |
| SPS6012 | Environmental physiology | 20 | 2 | Option |
| SPS6050 ° | Applied sport psychology | 20 | 1 | Option |
| SPS6041 ° | Experimental biomechanics | 20 | 1 | Option |
| SPS6042 | Applied biomechanics | 20 | 2 | Option |
| SPS6053 | Professional observation | 20 | 2 | Option |
| SPS6052 | Issues in sport, health and exercise | 20 | 2 | Option |
| SCS6022 ° | Advanced skill acquisition | 20 | 1 | Option |
| SCS6042 ° | Performance analysis | 20 | 1 & 2 | Option |
|  PSE6045 ° | Advanced contemporary issues in PE and Sport | 20 | 1 | Option |

\* Students must take 2 out of the 3 modules at Level 5.† Students must take at least one of these modules at Level 5.° Students must take the corresponding module in S1 of Level 6 as their research project discipline.The BSc Sport and Exercise Science non-BUES route students must follow the below guidance regarding module choices. **FHEQ Level 4 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS4065 | Introduction to research | 20 | 1 | Core |
| SPS4064 | Physiology of exercise | 20 | 2 | Core |
| SPS4063 | Fundamentals of sport psychology and skill acquisition | 20 | 1 | Core |
| SPS4062 | Functional anatomy | 20 | 1 | Core |
| SPS4060 | Fundamentals of biomechanics | 20 | 2 | Core |
| SPS4061 | Practical field tests in sport | 20 | 2 | Core |

 **FHEQ Level 5 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS5000 | Research Methods | 20 | 1&2 | Core |
| SPS5011 | Physiology of training | 20 | 1 | Option |
| SPS5054 | Contemporary insights into sport psychology | 20 | 2 | Option |
| STC5006 | Neuromechanics of human movement | 20 | 2 | Option |
| SPS5041 | Sports biomechanics | 20 | 1 | Option |
| SPS5055 | Testing and monitoring in sport | 20 | 2 | Option |
| SCS5023 | Skill acquisition | 20 | 1 | Option |
| SCS5043 | Notational analysis | 20 | 2 | Option |
| PSE5044 | Contemporary issues in PE and Sport | 20 | 1 | Option |
| WPL5053 | Experience and Employment in Sport | 20 | 2 | Option |

 **FHEQ Level 6 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| SPS6001 | Research project | 40 | 1 & 2 | Core |
| SPS6011 ° | Applied sport and exercise physiology | 20 | 1 | Option |
| SPS6012  | Environmental physiology | 20 | 2 | Option |
| SPS6050 ° | Applied sport psychology | 20 | 1 | Option |
| SPS6041 ° | Experimental biomechanics | 20 | 1 | Option |
| SPS6042 | Applied biomechanics | 20 | 2 | Option |
| SPS6053 | Professional observation | 20 | 2 | Option |
| SPS6052 | Issues in sport, health and exercise | 20 | 2 | Option |
| SCS6022 ° | Advanced skill acquisition | 20 | 1 | Option |
| SCS6042 ° | Performance analysis | 20 | 1 & 2 | Option |
|  PSE6045° | Advanced contemporary issues in PE sport | 20 | 1 | Option |

° Students must take the corresponding module in S1 of Level 6 of their research project discipline. It is expected that the majority of students will follow the BUES route (with or without placement) through this degree programme. This route provides students with the opportunity to gain a comprehensive understanding of the three, core Sport and Exercise Science sub-disciplines as identified by the British Association of Sport and Exercise Science. Furthermore, this pathway still provides students with the flexibility to tailor their programme to their strengths and interests at Level 5 and 6 where only 3 modules are core (and they have the choice to choose two of these from three possibilities). This pathway enables students to achieve an accredited degree, and improved ability to progress towards becoming a BASES Accredited Sport and Exercise Scientist. The non-BUES route through the programme provides students with the flexibility of tailoring their degree to their interests, and particularly enables those who may not be interested in or excel at the natural and physical sciences (taught in the physiology and biomechanics sub-disciplines) to have more options in their studies.  When considering the modules by Level, all modules at Level 4 will be compulsory for all students, this is to ensure that they all receive a basic knowledge and understanding of the three core sub-disciplines in Sport and Exercise Science, as well as practical experience of working as a Sport Scientist in the field. The modules at Level 5 allow students to become more specialist and start to apply some of the fundamental theories learnt at Level 4 to sport and exercise scenarios. Level 5 also provides students with the opportunity to understand the inter-disciplinary nature of the field through the neuromechanics of human movement module. Furthermore, related disciplines of notation analysis and skill acquisition are provided as options to all students. During Semester 1 of Level 6, students will specialise in one or two disciplines, and will take modules relevant to these specialisms. Students will also prepare to conduct a research project in one of these two disciplines which will continue through Semester 2. Semester 2 then allows students to either continue to specialise in these particular disciplines and experience their application to sport and exercise or to take applied modules such as issues in sport, health and exercise or professional observation which they can tailor to their own interests. All students will require a minimum of 100 credits in order to progress to the next Level. Students cannot complete a dissertation in a discipline if they have attempted and failed to pass the corresponding module at Level 5 (SPS5011, SPS5054, SPS5041, SCS5023, SCS5043, PSE5044). For the award of BSc Sport and Exercise Science (Hons) students will be required to complete 240 credits at Levels 5 and 6, including the 40 credit, research project module. For the award of Certificate of Higher Education (CertHE), students must have completed 120 credits at Level 4. For the award of Diploma of Higher Education (DipHE), students must have completed 240 credits including at least 120 FHEQ at Level 5. For the award of an Ordinary Bachelor’s degree (BSc.), students must have completed 300 credits including at least 60 at FHEQ Level 6 and at least 120 at FHEW Level 5. *NB Students progressing from* *Foundation Degree programmes require 60 Level 6 credits in order to qualify for the award of Ordinary Bachelor’s degree*. Students wishing to follow a combined honours programme leading towards the BA/BSc degree in Sport and Exercise Science **with** Physical Education and Sport and Youth Development ('majoring') will be required to accumulate no fewer than 40 credits from the Sport and Exercise Science programme at Level 5, and at least 80 Sport and Exercise Science credits at Level 6. All students who follow this programme will be expected to complete a 40 credit, research project in Sport and Exercise Science at Level 6.Students wishing to follow a combined honours programme leading towards the BA/BSc degree in Sport and Exercise Science **and** Physical Education and Sport and Youth Development ('equalling') will be required to accumulate no fewer than 40 Sport and Exercise Science credits at Level 5, and no fewer than 40 Sport and Exercise Science credits at Level 6.Students wishing to follow a combined honours programme leading towards the BA/BSc degree in Physical Education and Sport and Youth Development **with** Sport and Exercise Science will be required to accumulate no fewer than 40 Sport and Exercise Science at Level 5 and, provided that the total of such credits at Levels 5 and 6 is not less than 60, all credits may be at Level 5. |
| **25** | **Work placements or study abroad** | Students will be provided the opportunity to complete a work placement with the option to study the module WPL5053 organised by the Centre for Workplace learning at Level 5. Students also have the option to study abroad for a semester, which may contain placement opportunities with the host institution. |
| **26** | **Links to industry and employability** | As part of the revalidation, we have consulted with both students and external partners regarding aspects of the programme that could be improved in order to enhance the employability of our students. In particular, we have received advice from senior practitioners at both Fulham Football Club and the English Institute of Sport and their input has had a significant impact on the changes made to the course through this revalidation. We have added two new modules to Levels 4 and 5 (SPS4061 and SPS5055) which are designed to develop the professional skills needed by Sport and Exercise Scientists. The first of these (SPS4061) will introduce students to basic field tests, and require them to collect and interpret data obtained as would be required in an applied setting. The second of these modules (SPS5055) is intended to develop the ‘softer’ skills required to work in a professional position, in particular an understanding of their own personality and the development of different communication strategies. Within the lectures of these modules guest speakers will be invited in to explain not only what is needed, but also how. Having the exposure to these guest speakers who will be in a number of different industries (e.g., sport, the military, healthcare) will open their minds to not only what it is like to work directly with sports people, but also those within exercise. The Careers Service will deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks. This programme has recently been recorded as 94% of students were either in work or study within work within 6 months after graduation. Of those employed, 73% were in a professional destination (2016/17 cohort, DHLE). All students have access to the Careers Service drop-in service or book specified appointments throughout their studies to discuss aspects of careers and employability. This may include, for example, discussion around career options, tailoring and developing CVs and covering letters, interview techniques, work experience, internship and job hunting and finding vacancies. It has been mentioned by both lecturers and the careers service that students are evidently taught graduate skills over the course of their degree programme, but they have trouble recognising these skills. There is often a struggle for the careers service to help the students to identify what their skills are and how these are transferable into the workplace. Module convenors will be expected to explicitly outline which graduate skills the module fulfil and how. For example, when taking part in group work this would help with include time management skills, communication and a level of emotional intelligence. Adding to this, staff (e.g., tutors) will make a conscious effort to direct students to the careers service, as early as semester one of L4. The programme has always had regular contact with the careers service and have them come into lecture (e.g., SPS4063) each year to talk to the L4 students then again at L5 and L6.   |
| **27** | **Programme awards** | This programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/about/corporate-information/overview.aspx). In order to qualify for the award BA (Hons) / BSc (Hons)students must have successfully achieved 240 credits at Levels 5 and 6, including the 40-credit research project module.The following programme specific regulations apply:Students must have followed the BUES route and taken the appropriate modules in order to receive the professional accreditation from British Association of Sport and Exercise Science. |
| **PART 3 – TEACHING, LEARNING & ASSESSMENT** |
| **28** | **Programme teaching and learning strategies** | The delivery of the programme is through a combination of lectures, practical workshops and seminars. Lead lectures are typically used to deliver key theoretical content. Seminars and practical workshops are then used to reinforce the learning through small-group discussions and tasks. All students are appointed a personal tutor at Level 4, and the programme follows the Enhanced Personal Academy Tutoring Policy, whereby three individual and additional group tutorials are provided during Semester 1 of Level 4. These tutorials are designed to provide students with a key point of contact early on in their time at University, and enable staff to review the students’ progress at regular intervals. This system has been particularly effective since its introduction in September 2019, seeing our Level 4 withdrawal rate fall from 12% to 5.3%. Students retain their personal tutor throughout Semester 2 of Level 4 and Level 5, however, the frequency of the meetings are reduced. At level 6, the students’ research project supervisor takes on the role of personal tutor due to the frequent contact they have with the students and the often, necessary subject-specific expertise that is required at this time. |
| **29** | **Programme assessment strategy** | For many modules, traditional essays and exams are still part of the assessment method. The ability to write clearly, concisely and articulate ideas onto in writing is a valuable skill which is transferable outside of a university context. For exams, students will have a mixture of both long answer and multiple choice. However, adding to this assessment such as portfolios will be used to help the students to gain feedback on their work overtime. This particular form of assessment will be used for the module (e.g., SPS4061, SPS5055) whereby students will learn testing and assessment methods, as well as provide reflections and feedback about potential real-life scenarios. With technology now playing a large part within society and the job market, it is important that our students develop the skills and understand the importance of it. Therefore, it has become better embedded within the programme design. Teaching Enhanced Learning (TEL) has been found to help individuals learn at their own pace, provide them with more resources, keep individuals engaged, and provide them with transferable skills for life beyond education. The revalidated programme now has modules which have online assessments over the course of the semester. In line with the new academic framework, within certain modules (e.g., SPS5054) students will have the choice over how they want to present their presentation (e.g., acting out, writing a script, as a workshop). This choice will allow students to be creative over their assessments and learning. Along with these forms for assessments, students will also be involved with workshops, and practical assessments. All assessments will align with the programme and modules outlines to ensure that students are not only developing an understanding of the content, but also getting prepared for life beyond their undergraduate degree (i.e., further study or work). Assessment practices would accommodate for any students with any learning difficulties, and should they have any issues, then both tutor support and student services could help. In some cases, there are assessments which are timed, for these assessments students who are entitled to extra time will have this added. For assessments which are formative and online, students will receive their feedback immediately. All other assessments will adhere to the university guidelines of returning work back to the students within 3 weeks of hand in. Where possible, all students will receive feedback via Turnitin and have comments attached to their work, as well as their grade. Pedagogically it has been suggested that this form of feedback is better for all students. Having this information online means that students could get their feedback, give them time to digest the information then follow up with tutors if there were any questions.  |
| **PART 4 – UNIVERSITY SUPPORT** |
| **30** | **Student support and guidance** | We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study.  The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues. As described above, the programme operates an Enhanced Personal Academic Tutoring system during Semester 1 of Level 4 in order to help the students adjust to University life. The personal tutors will also meet with and advise any students with concerns regarding their academic progress and be able to advise on module choices, applications for extenuating circumstances or requests for a leave of absence.The Careers Service provides in curriculum delivery and one to one support for all students and alumni of the university.  They also offer CareerConnect, an online platform that allows you to be able to manage your own employability if you are off campus.  They run employer engagement events throughout the academic year and an online jobs board especially for St Mary’s students and alumni, Jobs on Career. Connect.The faculty has recently employed a Learning Development Lecturer and Foundation Year Pastoral Tutor to support students transitioning into Sport & Exercise Science. The Foundation year students are supported by the Pastoral Tutor and then supervised by the programme director for a transitioning individual project in the second semester of level 3. This is followed by the LDL and Pastoral Tutor monitoring their progress during level 4. In addition, a Personal Tutor is assigned to each student and is responsible for monitoring progress and meeting students on a regular basis to offer pastoral and academic support. The LDL and Pastoral Tutor are both experienced tutors and provide weekly group and one to one session for academic support. Additionally, the University English as an Additional Language (EAL) LDL provides support for students who don't have English as a first language, directly impacting international students and those registered on SMULIC. It is worth noting that Sport & Exercise Science is not attractive to international students as the profession is not well recognised globally (we currently have 2 out 347 students from overseas).The Library also provides basic skills for resource searching and citations. |
| **31** | **Quality management arrangements** | This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:* Five yearly cycle of revalidation
* Ongoing monitoring through the Programme Review process
* Programme Boards
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with programme student representatives
* Engagement with approved external examiners
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