



<b>PART 1 – MSc in APPLIED SPORT AND EXERCISE PHYSIOLOGY PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	N/A
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	N/A
<b>4</b>	<b>Award title</b>	Applied Sport and Exercise Physiology
<b>5</b>	<b>Final award</b>	MSc
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
<b>7</b>	<b>School with responsibility for the programme</b>	Sport, Health and Applied Science
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	N/A
<b>11</b>	<b>JACS code</b>	B120, B200, X210
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	N/A
<b>13</b>	<b>QAA subject benchmark or other relevant external reference point</b>	There is not an appropriate Master's degree QAA subject benchmarking statement published for the MSc to be mapped against. Therefore the programme specification has been developed in line with the University Mission, in accordance with the Level 7 descriptors identified in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's Degrees (2015).
<b>14</b>	<b>Normal completion time and maximum duration of study</b>	Normal completion time: Full-time study – one year Part-time study – two years  The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar



		year or three semesters. A part-time Masters programme shall normally be followed over four or six consecutive semesters.
15	<b>Mode of study</b>	The programme can be taken in full or part-time mode, or a combination of both.
16	<b>Mode of delivery</b>	Face to face
17	<b>Date approved and name of authorised body</b>	Summer 2017 by SHAS STLQEC
18	<b>Applies to students commencing study in (month/year)</b>	September 2017
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	This Master's degree provides students with the theoretical underpinning, practical skills and professional experience required for a successful career in sport and exercise physiology. Sports physiologists play a vital role in developing human performance for sports teams and individual athletes by providing scientific support, monitoring physical attributes and optimising training programmes
20	<b>Aims of the programme</b>	<p>The MSc Applied Sport and Exercise Physiology programme has the following main aims:</p> <ol style="list-style-type: none"> <li>1. To provide students with the opportunity of viewing Applied Sport &amp; Exercise Physiology from an applied and focused perspective.</li> <li>2. To provide a high quality vocationally orientated education that is intellectually rigorous and up-to-date as well as relevant to the needs of those working in the sport and exercise industry.</li> <li>3. To permit students to pursue a specialised programme relevant to their backgrounds, interests and/or career aspirations.</li> <li>4. To provide students with the opportunity to further develop their own approach to learning and personal development.</li> <li>5. To enable students to draw on the stimulus of the School's research activities to facilitate the development of personal/career orientated research interests.</li> </ol> <p>On successful completion of the programme students will have achieved the following outcomes:</p> <ol style="list-style-type: none"> <li>1. A systematic understanding and critical awareness of the key concepts underlying applied sport and exercise physiology (MSc/ PG Dip).</li> <li>2. A comprehensive understanding and competence to select and apply appropriate techniques relevant to applied sport and exercise physiology (MSc/PG Dip).</li> </ol>



		<ol style="list-style-type: none"> <li>3. The ability to critically analyse concepts, theories and data sets and research in the field and to communicate these analyses for a range of audiences (MSc/PG Dip).</li> <li>4. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied sport and exercise physiology (MSc/PG Dip).</li> <li>5. An ability to apply the methods and techniques they have learned to extend knowledge and understanding through the initiation, undertaking, production, presentation and dissemination of original research (MSc).</li> <li>6. Have qualities and transferable skills that can be applied in a wide range of employment situations (MSc/PG Dip).</li> <li>7. The ability to reflect upon, and critically evaluate, their own knowledge, skills and performance and thus an appreciation of the concept of professionalism in their own scope of practice. (MSc/PG Dip).</li> </ol>			
21	<p><b>Criteria for admission</b></p>	<p><b>Programme entrance requirements</b></p> <ol style="list-style-type: none"> <li>1. The minimum entry requirement for students is a first degree, normally in the Upper Second class category, in sport science, exercise science, physical education, physiotherapy or other related field. Students will be considered with other appropriate qualifications or experience that is deemed equivalent. Applicants should normally be able to demonstrate a background in research methods or a related discipline.</li> <li>2. Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section. Further detail on other accepted English language qualifications are available on the St Mary's website here: <a href="https://www.stmarys.ac.uk/international/english-language/overview.aspx">https://www.stmarys.ac.uk/international/english-language/overview.aspx</a></li> </ol> <p><b>Credit Accumulation and Transfer and Accreditation of Prior Learning</b></p> <ol style="list-style-type: none"> <li>3. Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows:</li> </ol> <p style="margin-left: 40px;">Postgraduate Certificate up to 30 credits Postgraduate Diploma up to 60 credits Master's Degree up to 90 credits</p>			
22	<p><b>Scheduled learning time</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of learning time</th> <th style="width: 33%;">Number of</th> <th style="width: 33%;">Expressed as %</th> </tr> </thead> </table>	Type of learning time	Number of	Expressed as %
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<p>(the number of guided learning hours (GLH) is 10 hours per 1 credit <a href="http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf">http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</a>)</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">hours</th> </tr> </thead> <tbody> <tr> <td><b>Contact time</b></td> <td>245</td> <td>13.7%</td> </tr> <tr> <td><b>Placement/work-based learning hours</b></td> <td>33</td> <td>1.9%</td> </tr> <tr> <td><b>Guided learning hours</b></td> <td>368</td> <td>20.4%</td> </tr> <tr> <td><b>Independent study time</b></td> <td>1154</td> <td>64%</td> </tr> <tr> <td><b>TOTAL</b></td> <td>1800</td> <td>100%</td> </tr> </tbody> </table>		hours		<b>Contact time</b>	245	13.7%	<b>Placement/work-based learning hours</b>	33	1.9%	<b>Guided learning hours</b>	368	20.4%	<b>Independent study time</b>	1154	64%	<b>TOTAL</b>	1800	100%	
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<p>23</p>	<p><b>Programme learning outcomes</b></p>	<p>On successful completion of this programme, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>1. An advanced understanding and a critical awareness of current problems and/or new insights in the field of Applied Sport &amp; Exercise Physiology.</li> <li>2. A thorough understanding of professional practice relating to Applied Sport &amp; Exercise Physiology.</li> <li>3. An advanced level of understanding in the specialist area of Applied Sport &amp; Exercise Physiology.</li> </ol> <p><b>Cognitive Skills</b></p> <ol style="list-style-type: none"> <li>4. An ability to think logically and to show originality in the application of knowledge when addressing current problems in Applied Sport &amp; Exercise Physiology.</li> <li>5. An ability to critically evaluate and appraise current research in relation to Applied Sport &amp; Exercise Physiology.</li> <li>6. An ability to evaluate/critique methodologies and where appropriate, develop new hypotheses.</li> <li>7. A sound appreciation of ethical dilemmas likely to arise in research/professional practice and an ability to formulate appropriate solutions.</li> </ol> <p><b>Performance and Practical Skills</b></p> <ol style="list-style-type: none"> <li>8. An ability to analyse theoretical frameworks or aspects of professional practice and to formulate new areas for investigation or alternative applications.</li> <li>9. If studying for the MSc, an ability to plan, design and conduct research and produce a high quality substantive research report.</li> <li>10. Demonstration of self-direction, insight, and originality in tackling and solving problems.</li> <li>11. An ability to act autonomously in planning and implementing tasks at a</li> </ol>																		



		<p>professional level.</p> <p><b>Personal and Enabling Skills</b></p> <p>12. Analyse, synthesise and critically evaluate information from original research articles.</p> <p>13. Communicate ideas, principles, theories and data effectively by oral, written and visual means.</p> <p>14. Use information technology including the Internet, databases, spreadsheets and word processing.</p> <p>15. Design and organise theory-based and practical projects.</p> <p>16. Apply advanced statistical and numerical skills to quantitative information.</p> <p>17. Work effectively both in a team and individually.</p>																																								
24	<p><b>Programme structure and module requirements</b></p>	<p><b>Postgraduate Certificate in Applied Sport and Exercise Physiology</b> In order to qualify for the Postgraduate Certificate, students must complete three of the six core modules.</p> <p><b>Postgraduate Diploma in Applied Sport and Exercise Physiology</b> In order to qualify for the Postgraduate Diploma, students must complete the six core modules.</p> <p><b>MSc in Applied Sport and Exercise Physiology</b> In order to qualify for the MSc, students must also complete all of the following core modules.</p> <p><b>FHEQ Level 7 Modules</b></p> <table border="1" data-bbox="451 1435 1445 2016"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>ASE7009</td> <td>Research Methods in Sport and Exercise</td> <td>20</td> <td>1 – intensive week</td> <td>Core</td> </tr> <tr> <td>ASE7002</td> <td>Advanced Sport and Exercise Physiology</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>ASE7008</td> <td>Professional Skills for Applied Physiology</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>ASE7004</td> <td>Sport and Exercise Physiology in the Workplace</td> <td>20</td> <td>1/2</td> <td>Core</td> </tr> <tr> <td>ASE7005</td> <td>Ergogenic Aids in Sport</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>ASE7006</td> <td>Applied Techniques in Sport and Exercise Physiology</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>ASE7007</td> <td>Research Project</td> <td>60</td> <td>2</td> <td>Core for MSc only</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status	ASE7009	Research Methods in Sport and Exercise	20	1 – intensive week	Core	ASE7002	Advanced Sport and Exercise Physiology	20	1	Core	ASE7008	Professional Skills for Applied Physiology	20	1	Core	ASE7004	Sport and Exercise Physiology in the Workplace	20	1/2	Core	ASE7005	Ergogenic Aids in Sport	20	2	Core	ASE7006	Applied Techniques in Sport and Exercise Physiology	20	2	Core	ASE7007	Research Project	60	2	Core for MSc only
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25	<b>Work placements or study abroad</b>	Assessment taking place within a recognised relevant and equivalent International University Co-operation Programme under the auspices of a Socrates scheme will be given full recognition by the Examinations Board of this postgraduate programme in terms of the credit values of the modules.
26	<b>Links to industry and employability</b>	The programme is designed to equip students with the knowledge and practical expertise to improve employment prospects after graduation. As such, the programme uses a variety of teaching and assessment tools to develop skills such as academic writing, programme development, public speaking and presentation (written and oral). The programme works closely with the Careers Office to introduce students to the resources available to them and to help them develop clear and effective curriculum vitae.
27	<b>Programme awards</b>	This programme conforms to the University <a href="#">Academic Regulations</a> .  Students successfully completing all 180 FHEQ Level 7 credits will be awarded the MSc in Applied Sport and Exercise Physiology.
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>		
28	<b>Programme teaching and learning strategies</b>	<p><b>Teaching and Learning Methods</b></p> <p>The programme uses a variety of teaching methods and will provide the students with the opportunity of learning from practical as well as theoretical perspectives. Such an approach will allow students to enhance various skills such as informed debate with peers and self-directed study. Lectures will be delivered to small groups and students are expected to regard the information gained as a guideline/basis for further research and study, to be done in non-contact time. In seminars, the aim is to get students to read more widely prior to the session. The seminar attempts to clarify student comprehension of the chosen topic and to encourage the development of argument and debate effectively and constructively. The practical sessions mainly involve laboratory work or may be conducted in the field to develop practical/laboratory/field work skills. With guidance, students are then expected to develop the analytical, data handling, and scientific report skills. In each of the sessions students are made aware of and are expected to follow health and safety regulations and ethical considerations.</p> <p>Oral presentations are employed to enable students to research a topic and present it in a clear/oral visual format. The aim is to enhance skills of information presentation to a level suitable for a scientific research conference. Oral presentations are delivered by students to small groups of peers and at least two members of staff.</p> <p>Case studies are undertaken on an individual basis under supervision of a member of staff, and allow students to undertake individual research and consequently apply theoretical knowledge to the analysis of their research. All teaching will be underpinned by the practical, professional, and research expertise of the staff involved in the programme.</p> <p><b>Research-Enriched Teaching and Learning</b></p>



		<p>All teaching is underpinned by scholarship and research. Many modules involve data collection and analysis, the interpretation of published research, and discussion of results in the context of that research. There is a research methods module which supports research informed teaching throughout the programme, and prepares students for the self-directed research module which covers all aspects of the research process including: ethical considerations, research methods, data analysis and dissemination.</p> <p>Members of the teaching team are involved in research and scholarly activity, and specialised interests are included throughout the curriculum. Students are encouraged to take part in research projects whenever possible, including those of staff as well as projects undertaken by other students. Students may be involved as subjects or involved in data collection and recording as appropriate.</p>
29	<p><b>Programme assessment strategy</b></p>	<p><b>Strategy for Assessment</b></p> <p>Each module in the programme is assessed by one or more pieces of coursework. With the exception of one module there are no written examinations; however, some of the modules employ oral examinations. At this level, traditional examination-based assessment is thought to be less appropriate, as the ability of students to learn and recall information under examination conditions is not one of the cognitive skills the programme aims to develop.</p> <p>Assessment at postgraduate level should provide students with the opportunity to demonstrate critical analysis, deep and insightful thought, and the application of knowledge. Coursework not only optimises the student learning experience but also enables the aforementioned skills, together with the transferable and practical/professional skills that are developed and learnt throughout modules, to be effectively evaluated. A wide variety of assessment modes are employed including case studies, laboratory reports, preparing articles suitable for scientific journals, and oral presentations.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Specific criteria for each piece of coursework are published online and in the students' module booklets. Coursework feedback sheets provide marks according to the marking criteria as well as an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All research projects are second marked, oral presentations are marked by two markers.</p> <p><b>Rationale for Assessment</b></p> <p>Several modes of coursework have been employed in order to effectively and rigorously assess a student's knowledge and understanding, cognitive skills, professional/practical skills and key transferable skills as appropriate to the learning outcomes of the individual modules.</p> <p><b>Assessment Submission and Feedback</b></p> <p>Hard copies of all coursework are submitted by means of a secure system.</p>



		<p>Students are also required to submit an electronic copy of their coursework to the software programme 'Turnitin' which is used to detect cases of plagiarism from other sources. All module convenors provide opportunities for students to receive formative feedback, and students are encouraged to transfer their learning across modules where it is relevant.</p> <p>Individual feedback on assessments is provided within three weeks of submission by means of a standard marking criteria sheet. The programme uses marking criteria sheets for all pieces of assessment which detail how marks were derived and identify areas for improvement. The marking criteria sheets are included in module guides which are available electronically through MyModules, from the start of each semester.</p> <p>The School places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and module convenors review the assessment pattern annually.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
30	<b>Student support and guidance</b>	<p>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 &amp; Advice &amp; Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p>
31	<b>Quality management arrangements</b>	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> <li>• Five yearly cycle of revalidation</li> <li>• Ongoing monitoring through the Programme Review process</li> <li>• Programme Boards</li> <li>• Consideration of marks and graduate profiles at Exam Boards</li> <li>• Engagement with programme student representatives</li> <li>• Engagement with approved external examiners</li> </ul>