



PART 1 – MRES SPORT, HEALTH AND APPLIED SCIENCE 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, Health and Applied Science
5	Final award	Master of Research (MRes)
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate in Research Methods for Sport, Health and Applied Science
7	School with responsibility for the programme	Sport, Health & Applied Science
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	C600
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	Academic standards are maintained on the programme in line with the QAA Quality Code 2015 and QAA Master's Degree Characteristics (2010). The knowledge and skills of a typical graduate from this programme take into account those laid out in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).



14	Normal completion time and maximum duration of study	<p>Normal completion time: Full-time study – one year</p> <p>Maximum duration of study – The overall duration of study leading to a master of research degree shall not exceed six semesters (three academic years), though individual applications for remission of this regulation may be approved by the University Postgraduate Examinations Board. Typically the minimum duration of full-time study should be 12 months. Initially, part-time time study is available only on specific request and where it is deemed appropriate by the programme team. The Postgraduate Certificate in Research Methods for Sport, Health and Applied Science can be completed in one semester. Individual applications for remission of the Regulations concerning duration of study may be approved by the appropriate University Examinations Board on the recommendation of the Registrar.</p>
15	Mode of study	Full time, part time available only on specific request
16	Mode of delivery	Face to face
17	Date approved and name of authorised body	Validated August 2016
18	Applies to students commencing study in (month/year)	September 2017
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>The programme is designed for students who wish to pursue postgraduate study but whose interest is largely in the research areas offered by the school (Sports Science, Sports Psychology, Exercise Physiology, Sport Biomechanics, Strength and Conditioning, Sport Rehabilitation, Nutrition, Health and Exercise). This is an alternative to the taught Masters programmes, one that focuses on research techniques making it better suited to the aspiring researcher.</p>
20	Aims of the programme	<p>Primary Aims and Outcomes of the Programme</p> <p>Programme Aims In line with the School's Teaching and Learning Strategy and University Mission, the MRes programme has the following main aims:</p> <ol style="list-style-type: none"> 1. To provide a stimulating and academically sound education in research that allows students to develop their critical awareness of research and research skills, and also their academic and professional potential. 2. To provide a high quality research education that is intellectually rigorous and at the forefront of research in their chosen academic discipline, affording them the opportunity to prepare new hypotheses.



3. To develop a comprehensive understanding and critical awareness of the importance of research and a capacity for originality in their research contribution to their subject area.
4. To present students with the opportunity to be autonomous and original in their approach to research, enquiry, learning and personal development.
5. To develop students with practical and cognitive skills that are transferable to other areas of society.
6. To enable students to draw on the stimulus of both the University's and the School's research activities to facilitate the development of personal/career orientated research interests.

Programme Outcomes

On successful completion of the programme students will be able to:

1. Show a systematic and complex understanding of knowledge, and critical awareness of the key concepts of scientific research.
2. Demonstrate the ability to critically and constructively analyse concepts, findings and theories, and research in their research field, and to communicate these analyses for a variety of audiences, using different methods of dissemination.
3. Exhibit originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are applied to create and interpret knowledge in sport, health and applied science research.
4. Critically evaluate current evidence and produce sound judgements in the absence of complete data.
5. Apply evaluation of research materials, making allowances for limitations and oversights in the research field.
6. Show a comprehensive competence in selecting and applying appropriate investigative techniques to a research investigation.
7. Apply the methods and techniques learned to extend knowledge and understanding through the conduct and dissemination of original research.
8. Demonstrate qualities and transferable skills that can be applied in a wide range of employment situations. These include; exercising initiative, responsibility, decision making, and a proactive independent approach to research projects.
9. Reveal the ability to reflect and critically evaluate their own knowledge, skills and performance leading to an appreciation of the concept of



		professionalism in their own research.																		
21	Criteria for admission	<p>Criteria for Admission</p> <ul style="list-style-type: none"> Applicants must satisfy the general admissions requirements of St Mary's University outlined in the Admissions Policy. The standard entry requirement for students is a first degree, normally in the upper second class category or above in sport science, physical education, sport rehabilitation, physiotherapy, health and exercise, sports coaching science, strength and conditioning nutrition or another related field. Students will be considered with other appropriate qualifications or experience that is deemed equivalent. Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section of the test. Applicants whose first language is English should hold an appropriate English Language GCSE or O Level. Non-graduate applicants whose first language is English need to be able to demonstrate sufficient writing skills in line with the University's general requirements in English. <p>Credit Accumulation and Transfer, and Accreditation of Prior Learning</p> <ul style="list-style-type: none"> Students who have 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 community or elsewhere, may merit exemption from a proportion of the programme. Applications will be considered, in the first instance, at programme level and by the Registrar. A maximum of 40 taught credits could be imported. In practice for this programme, with 20 credit modules, there will be a limit of 2 taught modules imported. Any application for consideration of prior credits will be considered on a case by case basis. 																		
22	Scheduled learning time (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)	<p>[This section should detail the total number of hours in each KIS category and express them as a percentage. Completion of this section is <u>essential</u> for accurate data reporting. If a row is not relevant to the programme of study, please complete with zero rather than leaving blank]</p> <table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>150</td> <td>8</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td>0</td> </tr> <tr> <td>Guided learning hours</td> <td>450</td> <td>26</td> </tr> <tr> <td>Independent study time</td> <td>1200</td> <td>66</td> </tr> <tr> <td>TOTAL*</td> <td></td> <td></td> </tr> </tbody> </table> <p>*A typical 3 year undergraduate programme has a total of 3600 hours A typical 2 year Masters level programme has a total of 1800 hours</p>	Type of learning time	Number of hours	Expressed as %	Contact time	150	8	Placement/work-based learning hours	0	0	Guided learning hours	450	26	Independent study time	1200	66	TOTAL*		
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23	Programme	The programme provides opportunities for students to achieve and demonstrate																		



learning outcomes	<p>the following learning and educational outcomes. These are formulated with reference to the SEEC Credit Level Descriptors for Higher Education (2010). On successful completion of this programme, students will be able to:</p> <p>Knowledge and Understanding</p> <ol style="list-style-type: none">1. A deep and systematic appreciation of the scientific principles that underpin research design and conduct.2. A deep and systematic conception of ethical issues involved in conducting research.3. A thorough and critical perception of professional responsibility associated with research.4. A critical appreciation and a deep comprehension of theoretical and methodological approaches at their disposal, and how these affect the way the knowledge base is interpreted in their chosen research field. <p>Cognitive Skills</p> <ol style="list-style-type: none">5. An ability to think systematically, logically and critically, about research evidence and apply originality and rigour to specific research problems.6. An ability to critically evaluate and appraise current research in relation to their chosen research field, including the assessment of incomplete evidence.7. An ability to evaluate/critique methodologies and where appropriate, develop new hypotheses.8. A sound appreciation of ethical dilemmas likely to arise in research situations and an ability to formulate appropriate solutions.9. A sound appreciation of planning elements involved in sound research analysis. <p>Performance and Practice</p> <ol style="list-style-type: none">10. Demonstrate autonomy in recognising and applying appropriate research techniques and skills in their chosen research field.11. Show the ability to be able to work effectively in a research group and be flexible when both in leading tasks and as a team member.12. Clearly identify and incorporate ethical considerations in research and make ethical judgements that influence research.13. If studying for an MRes, the ability to plan, design and conduct research and then produce a high quality substantive research report and/or research article.14. Communicate research ideas, principles, theories and findings effectively using oral and written mediums.15. Use information technology including the Internet, academic databases, spreadsheets, R statistical computing, RevMan, Refworks and word processing.16. Apply appropriate numeric, statistical and graphing skills to quantitative information. <p>Personal and Enabling skills</p> <ol style="list-style-type: none">17. Demonstrate a capacity for reflection and evaluation of actions and personal perspectives.
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		<p>18. Recognition of the extent of their knowledge, the limitations of their knowledge and displaying openness to change.</p> <p>19. The capacity of autonomy and flexibility in the evaluation of their professional research capabilities and skills, along with the ability to seek appropriate developmental opportunities.</p>																														
24	Programme structure and module requirements	<p>Postgraduate Certificate in Research Methods for Sport, Health and Applied Science Students successfully completing 60 FHEQ Level 7 credits, two core and one option module from those listed below will be eligible for the award of Postgraduate Certificate in Research Methods for Sport, Health and Applied Science.</p> <p>MRes in Sport, Health and Applied Science Students successfully completing 180 FHEQ Level 7 credits, three core and one option module from those listed below will be eligible for the award of MRes in Sport, Health and Applied Science.</p> <p>FHEQ Level 7 Modules</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>SHE7001</td> <td>Skills for Researchers</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SHE7002</td> <td>Research Methods</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SHE7003</td> <td>Statistics</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>SHE7004</td> <td>Qualitative and Quantitative Techniques</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>SHE7005</td> <td>Supervised Research Project</td> <td>120</td> <td>2/Summer</td> <td>Core for MRes only</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status (core, option)	SHE7001	Skills for Researchers	20	1	Core	SHE7002	Research Methods	20	1	Core	SHE7003	Statistics	20	1	Option	SHE7004	Qualitative and Quantitative Techniques	20	1	Option	SHE7005	Supervised Research Project	120	2/Summer	Core for MRes only
Code	Title	No. of credits	Sem of delivery	Module status (core, option)																												
SHE7001	Skills for Researchers	20	1	Core																												
SHE7002	Research Methods	20	1	Core																												
SHE7003	Statistics	20	1	Option																												
SHE7004	Qualitative and Quantitative Techniques	20	1	Option																												
SHE7005	Supervised Research Project	120	2/Summer	Core for MRes only																												
25	Work placements or study abroad	N/A																														
26	Links to industry and employability	<p>The programme is designed to equip students with the knowledge and practical expertise to progress in a research career, either to progress to a PhD or to other careers in the wider economy. To enhance learning in context and improve employability a key expectation of the programme is that students will be able to produce publishable academic work.</p> <p>The QAA code states that HE providers should provide students with opportunities to develop themselves personally, professionally and academically. Professional research skills are the main focus of the programme, and topics such as relationship building, CV writing and interview techniques and performance will be covered in the research skills module. The programme employs a range of assessment methodologies with some specific focus on</p>																														



		practical transferable skills such as web site design, RevMan analysis and R programming and advanced Excel.
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Candidates satisfactorily completing 60 FHEQ Level 7 credits will be eligible for the award of a Postgraduate Certificate in Sport, Health and Applied Science.</p> <p>Candidates who accumulate all 180 FHEQ Level 7 credits will be eligible for the award of the Degree of MRes in Sport, Health and Applied Science, 120 of which will be the Supervised research project (SHE7005).</p>
PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	Programme teaching and learning strategies	<p>Research - Enriched Teaching and Learning</p> <p>In line with the University's Research-Enriched Teaching and Learning Policy all teaching on this programme is underpinned by scholarship and research, both in terms of pedagogy and content. The programme seeks to utilise evidence-based rationales for teaching practice.</p> <p>Skills of enquiry and investigation are the main focus of the programme. Lecture content is designed to present an initial framework of content that precedes related readings, discussions and practical activities. There will be a mix of open, structured and group-based formative enquiry and discussion and the group will be encouraged from the outset of the programme to be active in this important two-way process within the peer group. Students will be encouraged to introduce elements of their own research projects whenever possible. Students may be involved as participants or involved in data collection and recording as appropriate. They will be encouraged to bring their examples and experiences of their research and their skills into the class room and discuss them with their peers. They will be further encouraged to share issues of good practice in the research environment.</p> <p>All modules will involve various aspects of data collection and analysis, the interpretation of published research, and discussion of results in the context of that research. There will also be a large emphasis on other aspects of the research process, such as the critique of research methods and findings, ethical considerations, and research dissemination.</p> <p>Core knowledge and understanding (learning outcomes 1-4) will be acquired through lectures, practicals, seminars and guided independent study.</p> <p>Cognitive skills (learning outcomes 5-9) will be promoted throughout the programme by the delivery of lectures, practicals, seminars, lectures and through guided independent study.</p> <p>Performance and practice (learning outcomes 10-16) will be promoted via electronic media evaluation, lectures, discussion groups, tutorials and guided independent study.</p>



		<p>Personal and enabling skills (learning outcomes 17-19) are promoted via computer program use, database searches, lectures, discussion groups, tutorials and guided independent study.</p>
<p>29</p>	<p>Programme assessment strategy</p>	<p>Strategy for Assessment</p> <p>The assessment strategy is informed by, and falls in line with, the University's Assessment Policy (2012) and the QAA Quality Code (In particular Chapter B6). Each module in the programme is assessed by either one or two pieces of work. There are no traditional written examinations, no modules employ viva voce examinations or timed assignment. At this level and because of the research based nature of the course, traditional examination-based assessment is thought to be less appropriate, as the ability to memorise and recall information under examination conditions is not one of the cognitive skills the programme aims to develop. Assessment at postgraduate level should provide students with the opportunity to demonstrate critical analysis, deep and insightful thought and the application of knowledge. So, it is felt that coursework will optimise the student learning experience, and enable the use of the aforementioned skills. The transferable and practical/professional skills that are developed and learnt throughout all modules will also be evaluated. Several assessment modes will be employed including practical exercises, essays and proposals, web site development, data analysis, research report or meta-analysis, critical review of key literature and research proposal.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. Coursework feedback provides marks and written feedback according to the marking criteria as well as an overall mark. Anonymous marking in Turnitin Grademark software will be employed for written work to minimise the influence of expectations and personal bias. The University has a 3 week turnaround expectation for feedback to students</p> <p>Several modes of assessment are being employed to effectively and rigorously assess a student's knowledge and understanding, cognitive skills, professional/practical skills as appropriate to the learning outcomes of the individual modules. The modes include: essays, practical assessments, analysis tasks. Each will require the evaluation of a task and a rationale to support the chosen pathway and approach taken. Students who have additional needs will be supported by the course tutors. They will also be encouraged to make use of the opinions and skills of their peer group.</p> <p>The modes of assessment for the modules carry wordage that is lower than recommend by the University Assessment Tariff. For written work this is 6000 words for 100% weighted assessment. In scientific writing authors are encouraged to display exactness of thought and expression. The assessments will force compliance with the features of scientific research writing. Scientific writing is characterised by conciseness. The style compels the writer to avoid redundancy and promoting the use of high density of information-bearing words. So, any written expression must be precise and relies on the grammatical</p>



		<p>process to compress complex ideas into few words. Typically, a scientific paper submitted for publication is between 3000 and 4000 words. The majority are at the lower end of the scale. Several types of paper for example short reports and case studies can come in at 1000 to 1500 words. Concise writing is a skill that comes with practice, so students must become familiar with the skill.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<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 & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p>
31	Quality management arrangements	<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"> • 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