



University of the
West of England

**Programme Design Template
CDA3 Programme specification-multiple
targets (2014-15)**

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	Hartpury College	
Delivery Location	Hartpury College	
Study abroad / Exchange / Credit recognition	None	
Faculty responsible for programme	Hartpury	
Department responsible for programme	Sport	
Modular Scheme Title	Sport	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport and Exercise Sciences	
Default Award Title	None	
Fall-back Award Title	None	
Interim Award Titles	BSc Sport and Exercise Sciences (SW) BSc Sport and Exercise Sciences DipHE Sport and Exercise Sciences CertHE Sport and Exercise Sciences Cert Sports Studies	
UWE Progression Route	MSc Applied Strength and Conditioning MSc Coaching Science	
Mode(s) of Delivery	Full time; Part time; Sandwich year	
Codes	UCAS: C615	JACS: C600
	ISIS2: C615 (FT/PT) C61E (SW)	HESA:
Relevant QAA Subject Benchmark Statements	Hospitality, Leisure, Sport and Tourism	

First CAP Approval Date	07 September 2016	Valid from	01 September 2016
Revision CAP Approval Date	V1.1- 07 July 2016	Revised with effect from	01 September 2016
Version	1.1		
Review Date	01 September 2022		

Part 2: Educational Aims of the Programme

The BSc (Hons) Sport and Exercise Sciences programme will apply the sciences of physiology, psychology and biomechanics to sport and exercise. Students will be provided with the opportunity to apply basic theory to specific areas of sport and exercise including strength and conditioning, nutrition, health related exercise, sports therapy and performance analysis. Not only will graduates develop a theoretical understanding, but in addition develop the abilities and skills required to apply knowledge and challenge current thinking to advance practice. Furthermore, due to the interdisciplinary nature of sports science, graduates will evaluate how sports science support teams work in collaboration for optimal performance.

The programme is designed to become more challenging as students progress from level 1 through to level 3. At level 1 students will learn underpinning knowledge and understanding and develop practical techniques in preparation for study at levels 2 and 3. During level 2 an opportunity to apply theory and practical skills to more specific areas of study within sport and exercise is offered. The importance of research skills including collection and analysis of data is also emphasised in preparation for study at level 3. There is an emphasis on increasing depth of thinking at level 3 where students are encouraged to become more independent, employing analytical and critical evaluation skills to solve more complex problems within their specific areas of study in sport and exercise.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Graduates completing the BSc (Hons) Sport and Exercise Sciences programme will have a theoretical understanding of the physiological, psychological and biomechanical principles of sport and exercise. They will be able to practically apply their knowledge to specific sport and exercise disciplines. Graduates will demonstrate the skills required to engage in an interdisciplinary approach to support performance and exercise engagement. On completion of the programme graduates will exhibit the skills necessary to interact with athletes and clients when communicating information in support of performance and exercise prescription. Graduates will be ideally placed to work in a range of sport and exercise settings.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	Module No: UISXL8-30-1	Module No: UISXM5-15-1	Module No: UISXKY-15-1	Module No: UISXL7-15-1	Module No: UISXLE-15-1	Module No: UISXM4-15-1	Module No: UISXLR-15-1	Module No: UISV5Y-15-2	Module No: UISXSB-15-2	Module No: UISXRJ-15-2	Module No: UISXSD-15-2	Module No: UISXRX-15-2	Module No: UISXTX-15-2	Module No: UISV5X-15-2	Module No: UISXRV-15-2	Module No: UISXS9-15-2	Module No: UISXS5-15-2	Module No: UISXS6-15-2	Module No: UINXRP-15-2	Module No: UINXRO-30-2	Module No: UINXRR-45-2	Module No: UINVK6-15-2	Module No: UINV3R-45-3	Module No: UISV4B-15-3	Module No: UISV3T-15-3	AND/OR	Module No: UISV4A-15-3	Module No: UISV4D-15-3	Module No: UISV55-15-3	Module No: UISV3V-15-3	Module No: UISV3X-15-3	Module No: UISV3W-15-3	Module No: UISV45-15-3			
(A) Knowledge and understanding of:																																				
1. The theoretical basis of sporting performance including sport physiology, sport psychology and sport biomechanics.	✓		✓	✓	✓			✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Principles that relate theory to practice in industry, sports science and related wider disciplines that inform that industry	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	
3. Current developments in the sport industry and related disciplines	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
4. The relative contribution of academic and work-related learning knowledge in developing competency required to gain employment in the sport industry.			✓					✓										✓	✓	✓	✓	✓	✓	✓	✓											
(B) Intellectual Skills																																				
1. Demonstrate an ability to engage in academic enquiry and identify key themes from written work and oral presentations relating to the sport specific industry and the related wider subject disciplines which inform that industry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Evaluate and challenge knowledge, research, concepts and evidence of practice from a range of sources to present coherent arguments, applying theory to practice.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Analyse and interpret data and disseminate findings via appropriate methods	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support**Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

At Hartpury there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. Teaching on the programme is a mixture of scheduled and independent learning which will enable learning outcomes to be achieved and demonstrated.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Virtual Learning Environment (VLE)

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

To support learners' career preparations, Hartpury's employability team will assist students with their career planning and students will have access to a range of online resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials.

Description of the teaching resources provided for students

Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory and the training facilities (power gym, cardiovascular gym, tennis court) within the Hartpury Academy of Sport are fully utilised to support the teaching and learning experience. Students engage in laboratory sessions and work-related learning to encourage the contextualisation of learning to industry.

Students with specific learning requirements will be supported through the HE Learning Support Service which works with the individual student to facilitate them accessing support through government schemes, provides them with study advice to maximise their chances of success and where necessary guides them through applying for alternative means of assessment.

Description of any Distinctive Features

The purpose of the BSc (Hons) Sport and Exercise Sciences programme is to develop a theoretical understanding of the physiological, psychological and biomechanical demands of sport and exercise. The inclusion of industry specific practical skills is a key aspect of the programme, allowing for students to contextualise the theory learnt and become proficient sport and exercise scientists. In addition, this programme aids student understanding of communication with athletes and how discipline specific sports scientists work together for optimal performance. A mixture of taught sessions and the promotion of work-related learning will facilitate these aspects and contribute to the student experience.

A variety of optional modules in combination with compulsory aspects of the programme presents students with an opportunity to focus and specialise in specific areas of study within sports science. The inclusion of optional modules focusing on key business principles affords the students opportunities to learn basic skills in preparation for self-employment.

Part 4: Student Learning and Student Support

Students are presented with a variety of learning environments during the programme including lectures, seminars, practicals, guest speakers from industry and industry visits. These are intended to enhance student knowledge and develop necessary skills for employment. A diverse range of assessments are aligned with taught content, which determine theoretical understanding and industry standard practical skills abilities.

The Associate Faculty prioritises student support. Key to that support is the tutorial system that complements study skills sessions operated throughout the University. Study skills sessions afford students the opportunity to enhance their academic ability through individual and group tutorials with the year 1 provision focusing on the development of academic skills. In year 2 students are assisted with their career choices and development thereof. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. Assessment offences information and study/examination guidance is also provided to all students. Learning is also supported electronically by the students having access to the VLE which include module information regarding assessments, semester schedules, lecture contents and additional reading. Interactive quizzes, questionnaires and personal feedback further develop the knowledge and skills learnt. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the VLE or via the SMS text message service with which the Associate Faculty has engaged with.

The University Learning Centre is highly supportive of the academic disciplines within the sports industry field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The University Learning Centre and the programme team are in constant contact to ensure that up-to-date, relevant material which supports students' academic journey is provided.

Part 5: Assessment

Delete one of the following statements as appropriate

Approved variant to University [Academic Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the student's academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. To support the different learning approaches a range of assessment techniques will be used throughout the programme.

Part 5: Assessment

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate once full evidence of a disability or SpLD is obtained. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE (HE Learning Support, Examination Access Arrangements).

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, posters, presentations, written examinations, portfolios and laboratory reports. These are detailed in the following assessment map:

**Assessment Map for BSc (Hons) Sport and Exercise Sciences (SW)
BSc (Hons) Sport and Exercise Sciences**


		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Introduction to Functional Anatomy and Biomechanics						A(G) (50)				B (50)
	Sport Development and Leadership						A (100)				
	Academic Skills for Sport						A (100)				
	Introduction to Exercise Physiology	A (100)									
	Introduction to Sport and Exercise Psychology	A (50)						B (50)			
	Skill Acquisition		A (100)								
	Introduction to Sports Coaching				A (25)			B (75)			
Compulsory Modules Level 2	The Sport and Exercise Scientist					A (100)					
	Exercise Physiology	A (50)						B (50)			
	Applied Biomechanics in Sport		A (100)								
Compulsory Modules Level 3	Sports Psychology										A (100)
	Undergraduate Dissertation								A (100)		
	Sports Science for Coaches		A (100)								

Part 5: Assessment										
	Applied Sport and Exercise Physiology AND/OR Sport Psychology in Action									A (100)
Optional Modules Level 2	Fitness Training and Testing	A (50)			A (50)			A (100)		
	The Injured Athlete		A (100)							
	Independent Report		A (25)					B (75)		
	New Venture Creation					A (100)				
	Sports Nutrition	A (40)						B (60)		
	Health Related Exercise	A (50)								B (50)
	Study Trip					A (100)				
	International Academic Study Portfolio									A (100)
	International Academic Study Project						A (25)			B (75)
	International Academic Study Extended Project						A (25)			B (75)
	Optional Year	Sandwich Year Work Placement								
Optional Modules Level 3	Sports Injury Assessment						A (100)			
	Performance Analysis						A (100)			
	Special Populations		A (100)							
	Contemporary Issues in Sports Education						A (50)		B (50)	
	Injury Prevention and Rehabilitation						A (50)		B (50)	
	Contemporary Practice in Sports Conditioning									A (100)

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.


Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Module number: UISXL8-30-1 Module name: Introduction to Functional Anatomy and Biomechanics	None	<u>Cert Sports Studies</u> Credit requirements: 60 credits at level 0 or above of which not less than 45 are at level 1 or above.
		Module number: UISXM5-15-1 Module name: Sport Development and Leadership		<u>CertHE Sport and Exercise Sciences</u> Credit requirements: 120 credits at level 0 or above of which not less than 90 are at level 1 or above
		Module number: UISXKY-15-1 Module name: Academic Skills for Sport		
		Module number: UISXL7-15-1 Module name: Introduction to Exercise Physiology		
		Module number: UISXLE-15-1 Module name: Introduction to Sport and Exercise Psychology		
		Module number: UISXM4-15-1 Module name: Skill Acquisition		
		Module number: UISXLR-15-1 Module name: Introduction to Sports Coaching		

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	Module number: UISV5Y-30-2 Module name: The Sport and Exercise Scientist	The remaining 45 credits are selected from the following optional modules;	<u>Dip HE Sport and Exercise Sciences</u> Credit requirements: 240 credits at level 0 or above of which not less than 210 are at level 1 or above, and not less than 90 are at level 2 or above.
	Module number: UISXSB-15-2 Module name: Exercise Physiology	Module number: UISXRU-15-2 Module name: Fitness Training and Testing	
	Module number: UISV5X-15-2 Module name: Applied Biomechanics in Sport	Module number: UISXSD-15-2 Module name: The Injured Athlete	
	Module number: UISXRV-15-2 Module name: Sports Psychology	Module number: UINRX-15-2 Module name: Independent Report	
		Module number: UISXTX-15-2 Module name: New Venture Creation	
		Module number: UISXS9-15-2 Module name: Sports Nutrition	
		Module number: UISXS5-15-2 Module name: Health Related Exercise	
		Module number: UISXS6-15-2 Module name: Study Trip	
		Module number: UINXRP-15-2 Module name: International Academic Study Portfolio	
		Module number: UINXRQ-30-2 Module name: International Academic Study Project	
		Module number: UINXRR-45-2 Module name: International Academic Study Extended Project	

Year Out: Sandwich Year Work Placement UINVK6-15-2

	Compulsory Modules	Optional Modules	Interim Awards
Year 3 	Module number: UINV3R-45-3 Module name: Undergraduate Dissertation		<u>BSc Sport and Exercise Sciences</u> Credit requirements: 300 credits at level 0 or above of which not less than 270 are at level 1 or above, not less than 150 at level 2 or above and not less than 60 credits are at level 3 or above. TARGET AWARD: <u>BSc (Hons) Sport and Exercise Sciences</u> Credit requirements: 360 credits at level 0 or above of which not less than 270 credits at level 1 or above, not less than 150 credits are at level 2 or above, and not less than 90 credits at level 3 or above. This must include all compulsory and core modules.
	Module number: UISV4B-15-3 Module name: Sports Science for Coaches	Module number: UISV4D-15-3 Module name: Sports Injury Assessment	
	Students must choose at least one of the following compulsory modules;	Module number: UISV45-15-3 Module name: Performance Analysis	
	Module number: UISV3T-15-3 Module name: Applied Sport and Exercise Physiology	Module number: UISV55-15-3 Module name: Special Populations	
	Module number: UISV4A-15-3 Module name: Sport Psychology in Action	Module number: UISV3V-15-3 Module name: Contemporary Issues in Sports Education	
		Module number: UISV3X-15-3 Module name: Injury Prevention and Rehabilitation	
		Module number: UISV3W-15-3 Module name: Contemporary Practice in Sports Conditioning	

GRADUATION

Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence a production of a specific map will depend on an individual student basis.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Applicants will have achieved tariff points as appropriate for the year of entry, up to date requirements are available through the [courses database](#).

Level 3 qualification in a sport related subject or a biological science, or equivalent. National Diploma DMM in Sport/Science based subject and related industrial experience and National Governing Body coaching awards are desirable.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The University will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

Relevant subject benchmark statements (Hospitality, leisure, sport and tourism)

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

University strategies and policies: The Academic Regulations and Procedures

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

University of the West of England 2020 Strategy

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-

Part 8: Reference Points and Benchmarks

dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Staff research projects

The proposed modules for the BSc (Hons) Sport and Exercise Sciences programme are based on well-established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Graduate outcomes identified in the [QAA-HEA Guidance](#)

Part 8: Reference Points and Benchmarks

Relevant graduate outcomes covering knowledge and understanding, skills and attributes are embedded within compulsory and optional modules available on the BSc (Hons) Sport and Exercise Sciences programme.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Employer interaction and staff/student feedback:

- 1 Mock Validation
- 2 Undergraduate Sports Staff Student Liaison Groups
- 3 Programme Development Team Meetings
- 4 External Industry Professionals Consultations
- 5 Market Impact Assessment

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).