



**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Faculty responsible for programme</b>	Hartpury		
<b>Department responsible for programme</b>	Sport		
<b>Modular Scheme Title</b>	Sport		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport and Exercise Sciences		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Sport and Exercise Sciences (SW) BSc Sport and Exercise Sciences DipHE Sport and Exercise Sciences CertHE Sport and Exercise Sciences Cert Sport and Exercise Science		
<b>UWE Progression Route</b>	MSc Applied Strength and Conditioning MSc Coaching Science		
<b>Mode(s) of Delivery</b>	Full time; Part time; Sandwich year		
<b>Codes</b>	UCAS: Year 1: C615 Foundation Year: CF15	JACS: C600	
	ISIS2: PA= C615 C615 (FT/PT) C61E (SW)  With Foundation Year: PA= C615 CF15 (FT/PT) CF1E (SW)	HESA:	
<b>Relevant QAA Subject Benchmark Statements</b>	Sports science, hospitality, leisure, sport and tourism		
<b>First CAP Approval Date</b>	07 September 2016	Valid from	01 September 2016
<b>Revision CAP Approval Date</b>	V1.1- 07 July 2016 V2.0- 27 April 2017	Revised with effect from	01 September 2017
<b>Version</b>	2.0		
<b>Review Date</b>	01 September 2023		

## 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:

<b>Learning Outcomes:</b>	Module No: <b>UISXL8-30-1</b>	Module No: <b>UISXM5-15-1</b>	Module No: <b>UISXKY-15-1</b>	Module No: <b>UISXL7-15-1</b>	Module No: <b>UISXLE-15-1</b>	Module No: <b>UISXM4-15-1</b>	Module No: <b>UISXLR-15-1</b>	Module No: <b>UISV5Y-15-2</b>	Module No: <b>UISXSB-15-2</b>	Module No: <b>UISXRJ-15-2</b>	Module No: <b>UISXSD-15-2</b>	Module No: <b>UISXRX-15-2</b>	Module No: <b>UISXTX-15-2</b>	Module No: <b>UISV5X-15-2</b>	Module No: <b>UISXRV-15-2</b>	Module No: <b>UISXS9-15-2</b>	Module No: <b>UISXS5-15-2</b>	Module No: <b>UISXS6-15-2</b>	Module No: <b>UISXRP-15-2</b>	Module No: <b>UISXRO-30-2</b>	Module No: <b>UISXRR-45-2</b>	Module No: <b>UINVK6-15-2</b>	Module No: <b>UINV3R-45-3</b>	Module No: <b>UISV4B-15-3</b>	Module No: <b>UISV3T-15-3</b>	<b>AND/OR</b>	Module No: <b>UISV4A-15-3</b>	Module No: <b>UISV4D-15-3</b>	Module No: <b>UISV55-15-3</b>	Module No: <b>UISV3V-15-3</b>	Module No: <b>UISV3X-15-3</b>	Module No: <b>UISV3W-15-3</b>	Module No: <b>UISV45-15-3</b>		
<b>(A) Knowledge and understanding of:</b>																																			
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>(B) Intellectual Skills</b>																																			
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 3: Learning Outcomes of the Programme**

4. Apply skills learnt to engage in own business practice.										✓								✓									✓														
5. Adopt an inter-disciplinary approach in relation to supporting sporting performance.										✓								✓										✓											✓		
<b>(C) Subject/Professional/Practical Skills</b>																																									
1. Develop personal attributes including (but not limited to) flexibility, creativity, self-reliance, adaptability, interpersonal communication and leadership qualities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
2. Plan, design, implement and evaluate effective programmes of intervention for the sports industry.	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓			✓	✓									✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
3. Understand the purpose and relevance of IT applications to the modern sport and exercise scientist.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4. Develop an independent work ethic and gain vocationally relevant qualifications where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Demonstrate practical skills competencies that inform sporting performance	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓			✓	✓									✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
<b>(D) Transferable skills and other attributes</b>																																									
1. Demonstrate use of academic skills including research techniques, reporting of data and referencing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Demonstrate an ability to manage time effectively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Communicate effectively and appropriately through verbal and non-verbal means.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Demonstrate appropriate IT skills.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 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 commitment for a minimum average requirement of 15 hours/week contact time over the Foundation Year and Year One 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. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

**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.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range

#### Part 4: Student Learning and Student Support

of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

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.

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 within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

## Part 5: Assessment

### 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.

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
<b>Compulsory Modules Foundation Year</b>	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)	B (75)			
	Reviewing Literature							(A100)			
	Foundation Biological Principles				A (50)						B (50)
	Foundation Sports Science			B (50)			A (50)				
<b>Compulsory Modules Level 1</b>	<b>Introduction to Functional Anatomy and Biomechanics</b>						A(G) (50)				B (50)
	<b>Sport Development and Leadership</b>						A (100)				
	<b>Academic Skills for Sport</b>						A (100)				

**Part 5: Assessment**

	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)							
Compulsory Modules Level 3	Applied Sport and Exercise Physiology AND/OR Sport Psychology in Action							A (100)		A (100)
	Fitness Training and Testing	A (50)			A (50)					
	The Injured Athlete		A (100)							
Optional Modules Level 2	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)		
Optional Modules Level 3	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 5: Assessment**

**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

		Compulsory Modules	Optional Modules	Interim Awards
	Foundation Year	Foundation Skills Development (UINV8A-30-0) Academic Skills in Practice (UINV8B-30-0) Reviewing Literature (UINV8C-15-0) Foundation Biological Principles (UINV8E-30-0) Foundation Sports Science (UINV8F-15-0)		<u>Cert Sport and Exercise Sciences</u> Credit requirements: 60 credits at level 0 or above of which not less than 45 are at level 1 or above.  <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
	Year 1	UISXL8-30-1 Introduction to Functional Anatomy and Biomechanics UISXM5-15-1 Sport Development and Leadership UISXKY-15-1 Academic Skills for Sport UISXL7-15-1 Introduction to Exercise Physiology UISXLE-15-1 Introduction to Sport and Exercise Psychology UISXM4-15-1 Skill Acquisition UISXLR-15-1 Introduction to Sports Coaching	None	
	Year 2	UISV5Y-30-2 The Sport and Exercise Scientist UISXSB-15-2 Exercise Physiology UISV5X-15-2 Applied Biomechanics in Sport UISXRV-15-2 Sports Psychology	The remaining 45 credits are selected from the following optional modules; UISXRU-15-2 Fitness Training and Testing UISXSD-15-2 The Injured Athlete UINXRX-15-2 Independent Report UISXTX-15-2 New Venture Creation UISXS9-15-2 Sports Nutrition UISXS5-15-2 Health Related Exercise UISXS6-15-2 Study Trip UINXRP-15-2 International Academic Study Portfolio UINXRQ-30-2 International Academic Study Project	<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.

		UINXRR-45-2 International Academic Study Extended Project	
Year Out: Sandwich Year Work Placement UINVK6-15-2			
Year 3	<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>
	<p>Students must choose at least one of the following compulsory modules;</p> <p>UISV4B-15-3 Sports Science for Coaches UINV3R-45-3 Undergraduate Dissertation UISV3T-15-3 Applied Sport and Exercise Physiology UISV4A-15-3 Sport Psychology in Action</p>	<p>UISV4D-15-3 Sports Injury Assessment UISV45-15-3 Performance Analysis UISV55-15-3 Special Populations UISV3V-15-3 Contemporary Issues in Sports Education UISV3X-15-3 Injury Prevention and Rehabilitation UISV3W-15-3 Contemporary Practice in Sports Conditioning</p>	<p><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.</p> <p><u>BSc Sport and Exercise Sciences (SW)</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. This must include all compulsory modules and the Sandwich Year Work Placement module.</p> <p><b>TARGET AWARD:</b> <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.</p> <p><u>BSc (Hons) Sport and Exercise Sciences (SW)</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. This must include all compulsory modules and the Sandwich Year Work Placement module.</p>

**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.

This programme has two entry points:

- [Entry into a Foundation Year](#)
- [Entry into Year One](#)

All applications will be considered individually. Non-academic and academic achievement will be considered. Current details can be found on our website, however the following examples from 2017/18 have been included. We may discuss applications with applicants.

Entry into Foundation Year:

Applicants will have achieved a minimum of 5 GCSE A\* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 120 (UCAS old) or 48 (UCAS new) tariff points.

We welcome students with equivalent qualifications, including the International Baccalaureate.

Entry into Year One:

Applicants will have achieved a minimum of 5 GCSE A\* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points equivalent to A-levels BBC. This must include a minimum of two A Levels including a Biological Science, Sports Studies or PE subject and excludes General Studies. Vocational Award: Typical offer is a DMM in an Extended Diploma or equivalent in a relevant subject.

We welcome students with equivalent qualifications, including the International Baccalaureate.

In the case of international applications, we will attempt to establish the equivalency of qualifications and the same criteria and assessment is used as for home students. An IELTS English qualification is expected

## Part 7: Entry Requirements

for international applicants without a GCSE Grade C or above (or 9 to 4 where numeric grades are being awarded) in English Language.

## 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:**

#### *Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016)*

Work based and Placement Learning (QAA 2007) 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.

#### *Events, Hospitality, Leisure, Sport and Tourism (2016)*

Have informed the characteristics of the subject matter and curriculum development of the BA (Hons) Equine Business Management, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

#### *Business and Management (2015)*

The three key strands of these statements have been integrated throughout the BA (Hons) Sports Business Management:

- 1 Study of organisations, their management and the changing external environment in which they operate.
- 2 Preparation for and development of a career in business and management.
- 3 Enhancement of lifelong learning skills and personal development to contribute to society at large.

### **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-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

## Part 8: Reference Points and Benchmarks

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](#)**

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.

## Part 8: Reference Points and Benchmarks

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](#).