

## AQH-B3 Programme Specification Template

Version 6.0 August 2011

### Version History

Version	Occasion of Change	Change author	Date of modification	Modifications made
1.0	Original placed in Academic Quality Handbook	<i>S Sutcliffe</i>	<i>September 2008</i>	
2.0	Updated SITS form, ,Appendix 1	<i>S Lumdsden</i>	<i>9/12/2008</i>	<i>CSP details &amp; short courses included. Reference to accrediting body and programme specific regulation forms included. JACS codes added to module list.</i>
3.0	Circulation list for SITS form updated	<i>S Sutcliffe</i>	<i>09/02/2010</i>	<i>D Balme replaced by A Watson</i>
4.0	Articulation arrangements	<i>B Ollerenshaw</i>		<i>Section 8 Admissions replaced to include entry point grid for mappings.</i>
5.0	Staff changes	<i>S Sutcliffe</i>	<i>10/9/2010</i>	<i>Contact names changed</i>
6.0	Annual review of Quality Handbook	<i>A Roberts</i>	<i>August 2011</i>	<i>SRBP changed to Marketing and Recruitment; Amended to refer to job titles, rather than individuals (section 5)</i>

## **Bachelor of Science (Hons.) in Exercise, Health and Fitness**

Faculty of Applied Sciences

Department of Sport and Exercise

### **PROGRAMME SPECIFICATION**

Date of Validation Event:	19/11/12
Date Approved by QMSC:	

## Version History

Please complete each time a new version is drafted e.g.

<b>Version</b>	<b>Occasion of Change</b>	<b>Change Author</b>	<b>Last Modified</b>
1.0	Version presented for approval	<i>Sandra Leyland</i>	<i>Created 05/09/12</i>
2.0	Amendments following institutional approval	<i>Sandra Leyland</i>	<i>Created 14/09/15</i>
3.0	Revisions at annual review after first year of operation		
4.0	Revisions at annual review after year 2 of operation		

# 1 Core information

Programme title: Exercise, Health and Fitness  
Target award B.Sc. (Hons.) in Exercise, Health and Fitness

Interim or exit awards include:

- Undergraduate Certificate of Higher Education
- Undergraduate Diploma of Higher Education in Exercise, Health & Fitness
- Ordinary degree in Exercise, Health & Fitness

...as specified under university regulations for such interim awards.

Awarding body: University of Sunderland

Programme Assessment Board: Sport

Points of reference:

QAA subject benchmark(s) applicable (cf

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

Hospitality, Leisure, Sport and Tourism (2008)

Accrediting body / bodies (if applicable) NA

Other points of reference:

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

NICATS level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)

[http://www.nicats.ac.uk/doc/scr\\_prnc\\_guide.pdf](http://www.nicats.ac.uk/doc/scr_prnc_guide.pdf)

National credit guidelines

[http://bookshop.universitiesUK.ac.uk/downloads/Burgess\\_credit\\_report.pdf](http://bookshop.universitiesUK.ac.uk/downloads/Burgess_credit_report.pdf)

University of Sunderland credit framework and regulations

<https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-247>

Skills Active National Occupational Standards for Instructing Exercise and Fitness and Instructing Physical Activity. Sector Skills Council for Active Leisure and Learning.

<http://www.skillsactive.com>

Location(s) at which programme is delivered City Campus, University of Sunderland

Modes of delivery and duration:

	Tick all that apply	Min number of years	Max number of years	Intake dates (months)	Any other issues
Full-time	✓	3	9	September	
Part-time					
Sandwich					
Off-campus					
On-campus	✓				
Distance learning					
Work-based learning					
Collaborative					

## 2 Aims of the Programme

The Exercise, Health and Fitness Programme aims to provide students with the broad range of knowledge and skills for a developing career in the sport, exercise and health industries. In concordance with the QAA Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008) the Exercise, Health and Fitness Programme acknowledges the Council of Europe definition for Sport<sup>1</sup> revised in 2001, where "Sport" is understood to include all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. This is taken to include competitive sport, outdoor pursuits, aesthetic movement, health, physical activity and exercise and also includes the social, cultural, scientific and management aspects of sport independently or in combination, encompassing the widest possible range of concepts.

This Programme will provide students with the wide range of theoretical knowledge and extensive practical skills relevant to the needs of employers through a rational, structured and coherent Programme of study. It is intended that students will be able to apply their knowledge, understanding and practical expertise in a wide range of relevant situations and also build up a variety of transferable skills essential for continued and lifelong learning over the duration of the Programme. All students will be given the opportunity to gain qualifications in instructing exercise and fitness endorsed by Skills Council for Active Leisure and Learning thereby enhancing their employability on leaving University.

### **The BSc (Hons.) in Exercise, Health and Fitness Programme aims to:**

- 2.1 Develop theoretical, research and evidence based knowledge and understanding of exercise behaviour and physical activity in the context of health and fitness for a range of special populations.
- 2.2 Develop ability to analyse, synthesis and critically evaluate information, concepts and processes that underpin exercise behaviour.
- 2.3 Develop the professional skills of an exercise practitioner to enable you to apply the scientific principles of exercise and fitness in the context of health.
- 2.4 Develop a broad range of transferable skills that are essential for lifelong learning and personal career development including the ability to recognise and respond to moral and ethical issues, health and safety, considerations, relevant legislation and professional codes of conduct.
- 2.5 To engender a continuing and independent approach to learning and professional development, encouraging initiative, self appraisal, reflective practice and self-motivation.

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<sup>1</sup> 15 Council of Europe, [www.sportdevelopment.org.uk/European\\_sports\\_charter\\_revised\\_.pdf](http://www.sportdevelopment.org.uk/European_sports_charter_revised_.pdf)

### 3 Learning Outcomes of the Programme

The Programme learning outcomes were developed within themes that were identified as being prerequisite to successful integration and application to Exercise, Health and Fitness and related fields and were developed with reference to QAA benchmarks in Hospitality, Leisure, Sport and Tourism (2008) and the QAA Framework for HE Qualifications<sup>2</sup>. Consideration was also given to the Skills Active National Occupational Standards for Instructing Exercise and Fitness and Instructing Physical Activity.

Students will be able to demonstrate a development in knowledge (K) and skills (S) as they progress through their Programme of study and from which they may develop their careers after leaving University. The Programme consists of modules addressing themes that have been identified as being important for graduate employability. Notably, students will be given sufficient background knowledge to communicate effectively post-study in multidisciplinary industry and research settings.

**Graduates of the BSc (Hons.) in Exercise, Health and Fitness Programme will be able to:**

#### 3.1 Skills (S)

##### 3.1.1 Level 4 (Certificate of Higher Education)

(120 credits, minimum 90 at academic level 4)

- S1. Communicate knowledge of exercise, health and fitness in situations of limited complexity in order to provide a foundation for further study in the subject;
- S2. Select and describe theories and concepts relevant to an understanding of exercise, health and fitness;
- S3. Identify and employ academic study skills to succeed in Higher Education study;
- S4. Illustrate the principles of data collection, analysis and data handling;
- S5. Identify personal learning and development goals.

##### 3.1.2 Level 5 (Diploma of Higher Education in Exercise, Health and Fitness)

(120 credits, minimum 90 at academic level 5)

As level 4 plus;

- S6. Apply knowledge of exercise, health and fitness to the solution of familiar and unfamiliar problems;
- S7. Analyse and apply selected theories and concepts to examine exercise in relation to fitness and health;
- S8. Plan and design practical activities using appropriate techniques and procedures;
- S9. Appraise evidence in the context of research methods and data sources;
- S10. Take and demonstrate responsibility for personal learning and continuing professional development.

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<sup>2</sup> QAA Framework for HE Qualifications: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>  
BSc Exercise Health Fitness Programme Specification (23 Nov 15).doc, August up-date 2015

### **3.1.3 Level 6 (BSc. with Honours in Exercise, Health and Fitness)**

(120 credits, minimum 90 at academic level 6)

As level 5 plus;

- S11. Critically appraise a physical activity intervention;
- S12. Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions;
- S13. Deliver an appropriate physical activity, health and exercise intervention to improve health and fitness using a sound evidence-base;
- S14. Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data;
- S15. Reflect on personal and professional competence and practice to support career plans and/or further study.

## **3.2 Knowledge (K)**

### **3.2.1 Level 4 (Certificate of Higher Education):**

(120 credits, minimum 90 at academic level 4)

- K1. Recognise key health issues in relation to physical activity and inactivity;
- K2. A broad and balanced appreciation of key concepts and theories in exercise, health and fitness;
- K3. Appreciation of the range of academic study skills necessary to succeed in Higher Education;
- K4. Understand the research process;
- K5. Recognition of one's personal skill and knowledge profile within the context of the programme.

### **3.2.2 Level 5 (Diploma of Higher Education in Exercise, Health and Fitness):**

(120 credits, minimum 90 at academic level 5)

As level 4 plus;

- K6. Recognise different methods of enquiry, interpretation and analysis of relevant data and appropriate enquiry;
- K7. Knowledge of one or more of the following: current professional best practice/regulations/government policy/different interventions;
- K8. Develop a more advanced knowledge and appreciation of key concepts and theories in health related exercise and fitness;
- K9. Appreciation of the role of physical activity, fitness and health and its relationship to wider social and health policy initiatives.

### **3.2.3 Level 6 (BSc. with Honours in Exercise, Health and Fitness)**

(120 credits, minimum 90 at academic level 6)

As level 5 plus;

- K10. Knowledge of strategies, interventions and policies for specific populations;
- K11. Appreciation of the role of the media in communicating messages about sport, physical activity and health;
- K12. Advanced knowledge of relevant practical skills in a laboratory/field setting;
- K13. Appreciation of the importance of evidence based practice in the context of exercise, health and fitness;
- K14. Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and codes of conduct;

### **3.3 Additional learning opportunities**

- Talks from careers and employers
- University of Sunderland Volunteering Scheme Work experience opportunities
- Participation in Research Projects
- Peer Assisted Learning
- Master Class Sessions
- Visiting lecturers
- Research Seminars
- Skills Active Qualifications

### **3.4 Non-Honours (Ordinary) degree**

Students awarded an Ordinary degree will have achieved the majority of the learning outcomes above. However they will have gained fewer credits at level 6 than students awarded an Honours degree. Their knowledge will typically be less broad and they will typically be less proficient in higher-level skills such as independent learning.

## **4 Programme Structure and Content**

*A list of modules is provided in appendix 2.*

All modules at level 4 and 5 are core. At level 6 students study three core modules and make up the remaining 60 credits from a selection of designated options. These designated options allow students to focus on specific subjects of interest or broaden their knowledge base thereby further enhancing their employability/career opportunities. Students wishing to develop their research skills may elect to study a 40 as opposed to a 20 credit *Dissertation* at Level 6.

## BSc (Hons.) Exercise, Health and Fitness

Credits	Level 4	C/O	Credits	Level 5	C/O	Credits	Level 6	C/O
20	Principles of Sport & Exercise Physiology	C	20	Sport & Exercise Physiology 1	C	20	Sport & Exercise Physiology 2	DO
20	Principles of Sport & Exercise Psychology	C	20	Sport & Exercise Psychology 1	C	20	Sport & Exercise Psychology 2	DO
20	Principles of Sport & Exercise Anatomy	C	20	Injuries & Rehabilitation	C	20	Nutrition for Sport & Exercise	DO
20	Principles of Sport & Exercise Leadership	C	20	Personal Training	C	20	Physical Activity & Exercise for Special Populations	C
20	Sport & Exercise in the Community	C	20	Sport, Exercise & Public Health	C	20	Sport, Health & the Media	C
						20	Exercise Behaviour Change	C
20	Personal and Professional Development	C	20	Research Methods in Sport & Exercise	C	20	Dissertation 1	DO
						40	Dissertation 2	DO

## 4.1 Programme regulations

See appendix 2 Part B

The Exercise, Health and Fitness Programme operates within the regulations for the University of Sunderland Undergraduate Degrees; there are no Programme Specific Regulations.

## 4.2 Programme Structure

A list of module content is provided in the module descriptors (see module descriptors for The BSc (Hons.) in Exercise, Health and Fitness). Students must pass all modules at level 4 and 5 and achieve a further 120 credits at level 6 to qualify for an honours degree in Exercise, Health and Fitness.

### 4.2.1 Level 4

There are 6 x 20 credit core modules (*Principles of Sport & Exercise Physiology SSP152; Principles of Sport & Exercise Psychology SSP153; Sport & Exercise Anatomy SSP154; Principles of Sport & Exercise Leadership SSP155; Sport and Exercise in the Community SSP156; and Personal & Professional Development SSP150* leading to 120 credits.

### 4.2.2 Level 5

There are 6 x 20 credit core modules (*Sport & Exercise Physiology 1 SSP252; Sport & Exercise Psychology 1 SSP253; Personal Training SSP255; Sport & Public Health SSP258; Injuries & Rehabilitation SSP254 and Research Methods in Sport & Exercise SSP250* leading to 120 credits.

### 4.2.3 Level 6

There are 3 x 20 credit core modules (*Physical Activity & Exercise for Special Populations SSP355; Sport, Health & the Media SSP358 and Exercise Behaviour Change SSP362* leading to 60 credits. Students also select either a 20 credit *Dissertation 1 SSP350* or alternatively those wishing to undertake a larger research project can select the 40 credit *Dissertation 2 SSP351*. In order to make up the remaining credits students select from the following three designated options; *Sport & Exercise Physiology 2 SSP352; Sport & Exercise Psychology 2 SSP353 and Nutrition for Sport & Exercise SSP361*.

## 4.3 Programme Content

The Exercise, Health and Fitness Programme is delivered full time on-campus over 3 years (9 years maximum). This programme is based on a modular scheme with modules being worth either 20 or 40 credits. There are six core themes: physiology, psychology, anatomy, instructor/practitioner skills, public health and academic/graduate skills. The structure of the Exercise, Health and Fitness Programme is designed so that a broad foundation of both subject-specific and generic knowledge and skills are laid down at level 4 and become more advanced as students progress. Module content reflects subject-specific skills described by the QAA Benchmarks in Hospitality, Leisure, Sport and Tourism with a key focus on health-related and disease management aspects of exercise and physical activity. For example students will apply their knowledge and skills across a range of settings from behaviour change intervention with individuals to a critical appreciation of the role of governing bodies and national policy. The programme has a core practitioner theme and students have the option at levels 4, 5 and 6 to study vocational qualifications accredited through Skills Active.

### 4.3.1 Level 4

At level 4 students are required to study 120 credits equivalent to 1200 learning hours. Modules at this level cover 6 themes offering both theory and practice in key sciences such as *Principles of Sport & Exercise Physiology SSP152, Principles of Sport & Exercise Psychology SSP153 and Sport & Exercise Anatomy SSP154* as well as broader issues related to public health and policy in *Sport & Exercise in the Community SSP156*. The aim is to expose students to a range of basic theoretical concepts in exercise, health and fitness in order to develop a solid foundation on which to build the knowledge and skills within that theme as they advance through levels 5 and 6. Students will develop coach/trainer skill in *Principles of Sport & Exercise Leadership SSP155*. Specifically they will have the opportunity to gain the Skills Active qualifications; *'Instructing Exercise and Fitness (Gym level 2)'*. In addition they study the module *Personal & Professional Developments SSP150*. This module is core to all undergraduate programmes within the Department of Sport and Exercise and aims to

develop students' academic, employability and research skills to prepare them for successful study in Higher Education. Personal and academic tutor meetings are embedded within this module to further support students' engagement with their programme of study.

#### **4.3.2 Level 5**

At level 5 all students again undertake 120 credits made up from 6 core modules equivalent to 1200 learning hours. Modules at level 5 follow the 6 basic themes undertaken at level 4 and expand these into key issues specific to their application in the domain of health related exercise and fitness. *Sport & Exercise Physiology 1 SSP252*; *Sport & Exercise Psychology 1 SSP253* and *Injuries and Rehabilitation SSP254* build on physiology, psychology and anatomy with the aim of engendering a multi-disciplinary approach to evidence based practice. *Sport, Exercise & Public Health SSP258* supports students' appreciation of the multi-agency approaches currently in place to address participation in sport and physical activity in the broader context of health policy, strategy and initiatives. All students will have the opportunity to gain the Skills Active qualification 'Personal Trainer' in the *Personal Training SSP255* module. The module *Research Methods for Sport & Exercise SSP250* is core to all undergraduate programmes within the Department of Sport and Exercise. This module aims to provide the knowledge and skills that underpin an appreciation of published research as well as those necessary in preparation for a sustained piece of independent study in either the *Dissertation 1 SSP350* (20 credit) or *Dissertation 2 SSP351* (40 credits) module (20 credits) at level 6.

#### **4.3.3. Level 6**

At level 6 all students undertake 120 credits made up from 3 core modules and a further selection of designated options which aim to develop more advanced knowledge and skills that are appropriate across a range of possible career options in the context of exercise, health and fitness. Modules have been selected specifically to address the QAA benchmark recommendation regarding the study of health-related and disease management aspects of exercise and physical activity. All students study *Physical Activity and Exercise for Special Populations SSP355*; *Sport, Health & the Media SSP358* and *Exercise Behaviour Change SSP362*. These core modules draw on real-world examples of micro and macro intervention strategies aimed at promoting and supporting health related physical activity and the issues faced by physical activity specialists. Successful completion of the module *Physical Activity & Exercise for Special Populations SSP355* could result in the Skills Active qualification 'Exercise Referral'. Students must also complete a sustained piece of academic research about an issue specific to health related exercise and fitness. This requires them to define a research question, review a body of literature, collect and analyse data and present their findings. Although guided by a supervisor, work on the dissertation is student-led. In order to do this students have the option of undertaking either a 20 credit *Dissertation 1 SSP350* module or the 40 credit *Dissertation 2 SSP351* module as do all other students following an undergraduate programme of study within the Department of Sport and Exercise. To make up the remaining credits, students select from the following three, 20 credit designated options; *Sport & Exercise Physiology 2 SSP352*; *Sport & Exercise Psychology 2 SSP353* and *Nutrition for Sport & Exercise SSP361*. This gives them the opportunity to specialise and cover to a greater depth those subject areas which they find particularly interesting and relevant to their planned post-graduate and/or career progression.

### **4.4 Placements, study abroad and other work experience opportunities**

Within the Erasmus Programme, as an option to our students at the Sport and Exercise Sciences Department, they can apply for two places to study at the University of Nantes, France, for two places at Hungarian University of Physical Education, Budapest and for one place at the University of Pecs, Hungary. Students can study either on undergraduate or postgraduate (MSc, PhD) level in all places. However, going to Nantes gives more opportunity to study sports science and lab based programmes, in Budapest and Pecs the programmes have more practical based modules (like sports coaching or PE teacher training).

## 5 Teaching and Learning

A teaching, learning and assessment matrix is provided in appendix 3.

Academic excellence in teaching, learning and assessment aligns to the University of Sunderland's Academic Strategy (2008-2011): Enhancing the Student Experience. The three broad aims of this strategy encourage 1) innovative and flexible learning opportunities responsive to the needs of a diverse market, 2) a high quality academic experience for all learners with exemplary support in a contemporary learning environment and, 3) the preparation of students for fulfilling employment, and to make a positive contribution to society. A variety of teaching, learning and assessment approaches will be used to achieve these strategic aims.

The content of the modules comprising the Exercise, Health and Fitness Programme are designed to provide graduates with the knowledge and skills relevant to the exercise practitioner working in a variety of health and fitness settings. In addition, the knowledge and skills obtained through successful completion of the Programme are readily transferable to the wider leisure and health industry with a requirement for sound knowledge and application of science to health and well-being. The Exercise, Health and Fitness Programme syllabus is designed to be flexible and to stimulate the students' natural learning curiosity. The programme integrates the acquisition and application of research knowledge, theory and practice to produce graduates with advanced knowledge and skills in the scientific study of sport and exercise, who can effectively and autonomously assimilate the information gathered throughout the programme.

The core curriculum of the Exercise, Health and Fitness Programme aligns to the QAA benchmarks for Hospitality, Leisure, Sport and Tourism and also the National Occupational Standards for Level 2 (Instructing Exercise and Fitness) and Level 3 (Instructing Physical Activity) developed by Skills Active, Sector Skills Council for Active Leisure and Learning. The core curriculum also advances knowledge of research methods, project management and data analysis, developing skills in enquiry, critique and synthesis. There is a strong emphasis on professional development and employability. The Programme content will be delivered using a wide variety of methods, e.g. laboratory, lecture, seminar, tutorial, workshop, problem-based learning, case studies, open-learning format, together with directed and self-study. Using this approach, students will gain a flexible approach to problem-solving, become good team members, and develop good communication skills.

Students will be expected, to carry out a significant quantity of unsupervised study. This may take the form of directed reading of research papers, technical material or practical work.

The objective of the students-staff contact time is to set milestones and learning goals, and make new ideas and concepts accessible to students. These ideas are followed up in tutorials and through self-directed learning. Tutorials are used within each module to provide support for lectures. The prime objective of tutorial time is to allow in-depth study of particular topics which have been introduced and also for critical reflection, consolidation and discussion of activities completed within seminars, practical and/or laboratory sessions.

In addition to individual study, the programme also encourages group work. This is in recognition of the fact that a graduate will normally be employed in environments where significant demands will be made upon his or her ability to co-operate and collaborate with others.

Teaching and learning methods at all 3 levels include lectures, seminars, tutorials and practicals. Students will be encouraged to develop graduate skills through learning tasks which require them to work independently, in small groups, communicate in writing and orally, manage and present numerical and other forms of data, recognise and solve problems. Modules will run across two semesters in Level 4 and regular, timetabled meetings with a personal and academic tutor will be scheduled as part of the *Personal and Professional Skills* module to support the transition from Level 3 to Level 4. This practice facilitates regular contact between students and personal tutors and provides an opportunity to reflect formally on progress and their acquisition of knowledge and skills. In addition, tutors will encourage students to begin to plan for life beyond university by mapping skills, knowledge and attributes to possible career/study plans. Modules at level 5 and 6 run over a single semester (with the exception of the 40 credit Dissertation module). Students are expected to take

much greater responsibility for their learning and be increasingly comfortable planning and managing their studies as they progress through the three levels.

## **5.1 Lectures or equivalent**

Formal lectures to deliver, review and revise fundamental theoretical and practical concepts in the sport and exercise scientific disciplines, are delivered by the teaching team. Lectures offer the opportunity to deliver relatively large amounts of information to large student cohorts, typically characteristic of the Sport and Exercise programmes at the University of Sunderland. They are considered an effective delivery strategy, when supplemented with other support mechanisms. The value of these sessions is enhanced by student engagement through the inclusion of planned activity within lectures. Hand-outs summarising key points addressed in the lectures are provided and/or made available for students through Sunspace, the University VLE. The students will be expected to augment these in lectures and during their own directed study time. Lectures also provide an opportunity for keynote presentations from other specialists in the field i.e., visiting lecturers and guest speakers, allowing the sharing of valuable, current experience with the students. Lectures are used to develop student skills in listening and note-taking, understanding and reflection. Didactic lecture frequency decreases as the programme progresses providing opportunity for alternative modes of delivery.

Further direct staff contact is provided through the open door policy operated by all staff.

## **5.2 Seminars / Workshops**

Seminars and tutorials are integrated into the Programme delivery to illustrate and expand theoretical principles through interactive discussion, encourage teamwork, and develop peer and self-assessment. Students are expected to be significant contributors, as individuals or in small groups, to the seminar/tutorial sessions in all modules developing ideas, working on tasks, reasoning, solving problems, practicing skills, decision making, critical appraisal and presenting information. The focus of discussions will become increasingly critical as students are encouraged to assess, review and evaluate the scientific research evidence in the sport and exercise sciences and professional practice. The seminar/tutorial sessions will often relate to professional issues and practice and are designed to provide an interactive focus for learning. Communication and presentation skills will be developed throughout the Programme in seminars, with constructive feedback given to the students from the tutor. Group and individual contributions involving self and peer evaluation is encouraged to instil an ethos of audit in reflection, application and continuing development.

## **5.3 Laboratory and practical sessions**

Practical work, in the form of laboratory classes or workshop activities, allows students the opportunity to independently engage in the collection of scientific data and the subsequent data analysis and interpretation of results and dissemination of findings to tutors and peers. Practical coursework in laboratory sessions will consolidate and extend professional skills in sport and exercise and provide valuable opportunity to apply theory to practice as well as provide laboratory based problem solving activities. Practical and laboratory sessions will be an important means to reinforce deeper understanding of topics as well as developing skills in scientific methodology and in methods of observation relevant to the analysis of elite or health-related performance and the development of appropriate intervention strategies and interventions.

Laboratory sessions will involve substantial exploration of the use of sport and exercise technologies as a tool in practical investigations. These sessions will look at how equipment works in practice, the limitations of equipment, data collection and analysis. It will provide the opportunity for students to apply acquired knowledge to the development of scientific experimentation.

Opportunities will be provided for the identification and acquisition of practical professional skills. Through the *Dissertation* modules in level 6, students will spend independent time in the laboratory

or an appropriately equipped area where they enhance their professional competency through the rehearsal of techniques and procedures they will utilise in professional practice. Development of practical skill competencies will be aligned to the expectations of regulatory and professional bodies, for example, the Health Professions Council, the British Association of Sport and Exercise Sciences Accreditation Scheme, Skills Active National Occupational Standards and UK Strength and Conditioning Association.

With the recognition of the resource intensive nature of practical laboratory learning experience efforts will be made to utilise the most efficient and effective use of laboratory time, space and resources deemed to be of greatest value to the practicing professional working in sport and exercise sciences support and/or performance analysis. The attributes gained by hands-on involvement in the laboratory practical sessions are linked to an understanding and critical appraisal of the research evidence (mini-projects) and real-world applications. Practical sessions, where students are given the opportunity to work with real clients, providing scientific support to athletes or the general population to enhance sports performance or improve health and fitness, will further develop the students' communication skills and identify potential problems they may encounter in future professional practice.

## **5.4 Presentations**

The modes of presentation have been selected to enable students to gain experience in the various communication skills, for example working with others in teams, making verbal and written presentations using appropriate audio-visual aids and communication with staff, peers and clients. A formal presentation alongside oral questions (a viva) will form a part of the assessment strategy for the Project module. Oral presentations and small group discussions will provide students with opportunities for exploration and practice both skills and techniques taught which they will then apply in their professional practice. The integration of presentations are recognised within other teaching and learning methods.

## **5.5 Tutorials**

These will usually be in smaller groups and provide a major input from internal or external staff and will be used for consolidation of student learning.

## **5.6 Directed self-study**

Students make use of many modes of study in the various specified learning activities summarised in the module descriptors, including self-directed study of presented material, working through set examples, preparation of laboratory reports, assignments, preparation for workshop presentations, prescribed reading or other media work directly related to taught material, project work. Directed self-study and the process of independent project work encourages the development of study skills, self reliance, problem-solving, independence of thought and the ability to manage time effectively.

## **5.7 Advised self-study**

Reference to additional sources of information will be given to enable students to read widely around the module topic to broaden their knowledge. This time is essential to ensure students explore the depth of information required to work safely and effectively as a sport and exercise scientist.

## **5.8 Virtual Learning Environment**

SunSpace is the virtual learning environment used by the University. It provides continuous online access and student support through a range of teaching, learning and assessment materials developed for the programme. The material for any particular module is accessible to all students

registered on that module, and can include, for example, information, including multimedia, interactive tutorials, on-line assessments, and a discussion board. The number and frequency of students accessing SunSpace can be monitored, as can individual achievements on the formal assessments. Staff can monitor or actively contribute to the discussion boards. The VLE will be used to provide timetables, programme handbook and other specific programme information, student feedback provided at staff-student forums along with the relevant actions taken, information on the personal development process, career information and general notices.

## 5.9 Group work

Group work is used to develop team-working and communication skills. A positive culture is adopted to encourage students from all backgrounds to openly debate and discuss key issues with the tutor and between themselves.

## 5.10 Reflective Practice

Reflection helps turn experience into learning, which then allows individuals to question, change and develop their knowledge, skills and practice. Reflection and reflexive practice enhance both learning and professional development. The integration of knowledge, understanding and skills, acquired from different sources at different times improves self awareness and facilitates engagement in the first stages of lifelong learning.

# 6 Assessment

*See teaching, learning and assessment matrix in appendix 3.*

The University of Sunderland seeks to ensure that assessment supports academic standards through a range of processes. Regulations, qualification and level descriptors and generic assessment criteria provide a framework for ensuring comparability of standards between subject areas, and in line with institutional standards and national norms. The University has adopted the qualification descriptors in the QAA Framework for Higher Education Qualifications (FHEQ), which define the 'achievements, and attributes represented by the main qualification titles' and 'provide important points for reference for setting and assessing standards' (Part 1: The Purpose of the Framework, FHEQ, 2001). Within this framework the University has adopted the NICATS level descriptors to provide a more detailed description of the skills and knowledge, which are appropriate for study at Undergraduate level. Finally, teaching, learning and assessment is aligned to Subject Benchmark Statements and National Occupational Standards.

The assessment strategy adopted for the Exercise, Health and Fitness programme utilises recommendations concerning assessment outlined in the University of Sunderland Academic Strategy (2008-2013)<sup>3</sup> and specific Assessment Policy (2011)<sup>4</sup>. The assessment strategy also aims to build on good practice developed in the Department and within the University as a whole.

Specific assessment criteria enable the work of students to be aligned with minimal threshold standards and, where appropriate, to be graded to indicate a level of achievement above and below threshold standards. Specific assessment criteria are written for each component of assessment in a module and are aligned to generic assessment criteria defined by the University (2008)<sup>5</sup>.

The assessment strategy for the Exercise, Health and Fitness serves three main functions: summative (i.e., to measure the performance of a student on a module); diagnostic (i.e., to generate information about a student's strengths and weaknesses); and formative (i.e., to aid the learning process). Assessment drives learning, guiding the way in which students learn and manage their

<sup>3</sup> Academic Strategy 2008-2013 <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3056/AQH-A2+Academic+Strategy.pdf>

<sup>4</sup> Assessment Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>

<sup>5</sup> <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3101/AQH-B5+Generic+Assessment+Criteria.pdf>

time, therefore students benefit from effective and timely feedback on coursework. Assessment load will enable appropriate measurement of achievement, as well as being realistic for both staff and students in terms of volume and timing. The processes of assessment are transparent with explicit assessment and marking criteria to facilitate effective learning and allow for the provision of timely, meaningful and effective feedback.

Assessment procedures adopted for the Exercise, Health and Fitness Programme ensure the mode and format of assessment are commensurate with both the Programme aims and learning outcomes and with individual module aims and learning outcomes. The spectrum of assessment strategies used at each stage change to reflect and monitor academic development. The teaching team conduct a monitoring and review process to ensure that students are not over assessed and that all appropriate knowledge and skills are assessed at some point in the programme but not necessarily that all skills are assessed in all modules and all stages of the programme.

The assessment strategy within Exercise, Health and Fitness adopts a range of methods in each year of the programme to enable the assessment of scientific evidence-based knowledge, from which the students will develop graduate and professional skills. Methods are selected to ensure the breadth of knowledge, understanding, skills and attributes are assessed appropriately. Methods will include laboratory reports, essays, portfolios, written and oral reports, research projects, case studies, time constrained assessment and team tasks. Clear links are made between the selected methods of teaching and learning with selected methods of assessment and with the specific tasks of assessment to ensure successful attainment of learning outcomes.

Formative assessment will be part of the assessment strategy at each stage, taking a variety of forms to encourage effective feedback and learning support. Formative and summative assessments are designed to confirm the development of transferable skills, for example through practical laboratory sessions and in report writing. Communication skills are assessed through oral presentations and written work.

All summative assessments have submission dates set in advance and published in the module guide. It is a student's responsibility to meet these deadlines. The University recognises that from time to time circumstances may occur which are exceptional, beyond the student's control, and which may affect their assessments. Requests for extensions or consideration of extenuating circumstances may be made in accordance with the University of Sunderland Regulations Governing Extensions of Assessment Deadlines and Consideration of Extenuating Circumstances<sup>6</sup>.

Students undertake a range of assessments at level 4 which include shorter assessments due early in the module so that students can gauge their progress. Assessment methods are included to support learning, student achievement and graduate skill development and typically include oral and/or video presentations, seminars, coursework (proposals, reports, case study) and exams. At level 5 assessment methods typically require students to engage with real-world examples to apply knowledge and understanding to support health related physical activity. Assessment items include oral presentations/examinations, coursework and exams. Through the range of assessments at Level 6 students will demonstrate the ability to evaluate and reflect critically on knowledge about health related exercise and fitness. Assessment methods continue to reflect the over-arching assessment strategy which is designed to offer a range of assessments to support learning, student achievement and graduate skill development thereby supporting their plans for work and/or further study on graduation.

## 6.1 Assessment Feedback Strategy

Assessment feedback, of both a formative and a summative nature, will be provided within four weeks of the date of submission in accordance with the University of Sunderland Feedback to Students on Assessed Work Policy (2010)<sup>7</sup> and University of Sunderland Assessment Policy

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<sup>6</sup> Extension and Consideration of Extenuating Circumstances Policy

[https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-6875/AQH-F6-](https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-6875/AQH-F6-13b+Regulations+Governing+Extension+of+Assessment+Deadlines+and+Consideration+of+Extenuating+Circumstances.pdf)

[13b+Regulations+Governing+Extension+of+Assessment+Deadlines+and+Consideration+of+Extenuating+Circumstances.pdf](https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-6875/AQH-F6-13b+Regulations+Governing+Extension+of+Assessment+Deadlines+and+Consideration+of+Extenuating+Circumstances.pdf)

<sup>7</sup> Feedback to Students on Assessed Work Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2987/AQH-F6-5+Feedback+to+Students+on+Assessed+work.pdf>

(2011)<sup>8</sup>. It should be noted that marks achieved are not considered final until confirmed by the Assessment Board.

A central principle underpinning the programme team's strategy towards developing students' personal and intellectual capabilities is the provision of timely, relevant and effective feedback on formative and summative module assessments. The programme team will provide feedback on student summative assessments and provide opportunities for students to meet with the module tutors to discuss performance. Tutor contact details will be clearly identified in the module guide

## **7 Student Support and Guidance**

Student autonomy and their engagement in an active approach to learning are key principles underpinning the Exercise, Health and Fitness programme so that on graduation students can function independently in future employment. Students are expected to take responsibility for the planning, management and review of their own learning and their acquisition of relevant knowledge. The development of these essential skills is supported through the guidance of the programme leader, module leaders / tutors and personal tutors.

The Exercise, Health and Fitness programme team recognise that a robust and effective student support system is vital for the successful delivery of the undergraduate programme, particularly where students have been recruited nationally or internationally. Mechanisms of support draw on the resources and expertise of staff both within the Department of Sport and Exercise and the wider University community. Whilst the support mechanisms are discussed separately, it is important to note that they do not function in isolation from each other. The multifaceted system operates within a model of support that is continual, dynamic, relevant and integrated into the student's experience at all stages of their studies.

The student support system is designed to provide access to support, through the relevant members of staff, at the point of need, within a reasonable time frame. The support mechanisms offered to students are sufficiently diverse and accessible to meet the student's anticipated needs.

To ensure a smooth, fast and effective communication process between staff and students (and vice versa), students are given an individual University email address and provided with the contact details for each member of the Sport and Exercise Sciences academic, technical and administrative staff teams. The process ensures that queries and issues may be dealt with and answered quickly and appointments may be arranged promptly and directly, when face-to-face interaction is sought or deemed necessary. In addition, students have on-campus and remote on-line access to the University library to support their studies.

Students are offered a range of academic and personal support opportunities ranging through induction into the University to ongoing pastoral and personal tuition and undertaking career and personal development planning.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

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<sup>8</sup> Assessment Policy

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>

<sup>9</sup> Personal Tutor Policy

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3061/AQH-A7%20Tutorial%20Support%20Policy.pdf>

## 7.1 Pastoral support

Pastoral support services are listed in table 1.

**Table 1 Sources of student pastoral support**

Sources
<ul style="list-style-type: none"><li>• Induction to University, to the Faculty of Applied Sciences and to the Department of Sport and Exercise Sciences</li><li>• Library skills induction</li><li>• Access to library electronic databases</li><li>• Computing facilities/internet access</li><li>• University E-mail</li><li>• VLE – Sunspace</li></ul>
<ul style="list-style-type: none"><li>• Programme handbook</li><li>• Personal Tutors and personal development planning</li><li>• Module guides</li><li>• Teaching / learning support material</li></ul>
<ul style="list-style-type: none"><li>• <b>Student Services (Gateway)</b> <a href="http://services.sunderland.ac.uk/gateway/">http://services.sunderland.ac.uk/gateway/</a></li><li>• International Students <a href="http://services.sunderland.ac.uk/international-student-support/">http://services.sunderland.ac.uk/international-student-support/</a></li><li>• Registration <a href="http://services.sunderland.ac.uk/gateway/registration/">http://services.sunderland.ac.uk/gateway/registration/</a></li><li>• Finance <a href="http://services.sunderland.ac.uk/gateway/finance/">http://services.sunderland.ac.uk/gateway/finance/</a></li><li>• IT Support <a href="http://services.sunderland.ac.uk/gateway/itinfo/">http://services.sunderland.ac.uk/gateway/itinfo/</a></li><li>• Health and Well-Being services <a href="http://sls.sunderland.ac.uk/health-and-wellbeing/">http://sls.sunderland.ac.uk/health-and-wellbeing/</a></li><li>• Counselling services <a href="http://www.sunderland.ac.uk/studentlife/support/counselling/">http://www.sunderland.ac.uk/studentlife/support/counselling/</a></li><li>• Disability services <a href="http://services.sunderland.ac.uk/hr/equalityanddiversity/disability/">http://services.sunderland.ac.uk/hr/equalityanddiversity/disability/</a></li><li>• Careers and Employability Service <a href="http://sls.sunderland.ac.uk/ces/">http://sls.sunderland.ac.uk/ces/</a></li><li>• Chaplaincy <a href="http://sls.sunderland.ac.uk/chaplaincy/aboutthechaplaincy/">http://sls.sunderland.ac.uk/chaplaincy/aboutthechaplaincy/</a></li><li>• Volunteering <a href="http://services.sunderland.ac.uk/universitysport/coachsport/sportcareeracademy/volunteering/">http://services.sunderland.ac.uk/universitysport/coachsport/sportcareeracademy/volunteering/</a></li></ul>

## 7.2 Academic study support and advice

Advice related to academic issues will be given by the programme leader, module leaders, and personal tutors, as appropriate. Module leaders and personal tutors liaise with the programme leader, providing an information chain, and communicating the feedback for action at programme, or even university level if appropriate.

### 7.2.1 Programme Leader

The programme leader takes responsibility for informing students of the different programme routes available to ensure the appropriateness of the chosen route based on student career aspirations and interests. The programme leader will provide guidance on module choices for their chosen programme and provide advice on academic progression. The programme leader offers advice and support to students and takes responsibility for identifying year group student representatives and for collecting feedback at staff-student forums.

### 7.2.2 Personal Tutor

On entry to the programme, all students will be allocated a personal tutor. The personal tutor is the first point of contact for students to discuss any difficulties with the Programme or personal issues that may be affecting their performance. Further information can be found in the Tutorial Support Policy. <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3061/AQH-A7%20Tutorial%20Support%20Policy.pdf>

### **7.2.3 Module Leader**

Module leaders play a significant role in supporting students. The module leader is responsible for the provision of information regarding teaching, learning, assessment and feedback for individual modules. Module leaders are required to provide students with a detailed module guide, which outlines the aims of the module, the learning outcomes, assessment requirements, learning resources and the proposed teaching and learning strategies.

In the first instance, where there is a specific module related academic issue or query, students are advised to discuss issues with the module tutor (for team delivered modules) and/or the module leader. Issues which cannot be resolved at modular level will be referred to the Programme Leader. Much of the module related support required will be provided during formal contact time but the opportunity for students to schedule individual meetings with module leaders/tutors is made available.

Advice on study skills are given early in the programme. Students will be encouraged to liaise with the programme team closely throughout their period of study.

### **7.3 Study Abroad**

In Budapest and Pecs, programmes are taught in English, however in Nantes programmes are taught in French, which requires language preparation to our students. French language course is provided by the partner Institute, in Nantes in order to improve students' language proficiency on the required standard. The Department maps the programmes and module requirements between the partner Institutes and our Institute. Information is provided to our students upon request.

Additional information, e.g. of cultural differences, social life, etc. are provided by the departmental Erasmus co-ordinator, as well as by our academic visitors, who are coming to Sunderland from the partner Institutes. We also make every effort to integrate our incoming Erasmus students in groups with home students. Also, an effective tutorial system is taken place at our Erasmus partners.

### **7.4 Employment Related Activity / Volunteering**

The Exercise, Health and Fitness Programme does not include an organised placement. However, throughout the programme, students are expected to gain relevant employment-related experience, applying the knowledge and skills from the programme within professional practice, as part of their personal development. Students are strongly encouraged to undertake relevant employment or work-shadowing experience during vacations. Students also have the opportunity to join the volunteer scheme through Sport Sunderland to gain valuable work experience. Through this scheme students have the opportunity to accrue valuable work experience and in return are rewarded with opportunities to gain coaching qualifications.

### **7.5 Personal and career planning**

The programme works with the Careers and Employability Service (CES) to enhance students' employment opportunities. Additionally, academic staff will provide guidance about career opportunities for students and external speakers will be invited from different sectors of the employment market to come into the University to talk to students about their work. The Department of Sport and Exercise have a strong base of links with employers from different sectors locally and nationally including elite sport, national governing bodies, coaching, sport development, sport management, primary, secondary and further education, health, physical activity, strength and conditioning and fitness. Thus there is a significant amount of expertise for students to access in terms of knowledge and what it means to work within each sector.

The University Careers and Employability Service provide career advice and help students and recent graduates to make effective career decisions and gain relevant paid / voluntary work experience and placements. They communicate part-time / vacation / graduate job opportunities,

provide help and advice with CVs, job applications and interview preparation and inform students of employer fairs and presentations.

The University's commitment to the employability of its graduates<sup>9</sup> is outlined in its mission: to work together to improve quality of service, respond to diversity of needs and equip individuals with the skills for life-long learning and for effective contribution to the economy and society and in its institutional objective to support employability and enterprise.

## 7.6 Guidance for further study

The Programme Leader and academic staff will provide guidance for students wishing to pursue further postgraduate study leading to PhD.

## 7.7 Induction process

All new students will be given a comprehensive induction Programme during which they will be introduced to various aspects of student life and will be familiarised with information regarding the University and its provisions. The students will be provided with Programme specific information (details of the Programme, modules, assessments and assessment regulations).

## 7.8 SunSpace

Student support is provided through Sunspace and can provide a forum for discussions both between staff and students, and between students. Sunspace is also used to post documents about the Programme and additional learning materials for downloading by the student.

# 8 Admissions

The Programme typical offer will be 280 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award).

Entry point	Standard entry requirements	Entry with advanced standing	Other
Level 4 (u/g)	280 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award).		
Level 5 (u/g)	120 credits	Requisite credits in appropriate discipline with comparable syllabus.	
Level 6 (u/g)	240 credits	Requisite credits in appropriate discipline with comparable syllabus.	

### Additional requirements

Additionally the following criteria must be met;

Three passes at GCSE grade C or above which must include Mathematics and English Language or a minimum of Level 2 Key Skills in Communication, Application of Number.

### Other acceptable qualifications

- a) An appropriate BTEC National Certificate or Diploma (NVQ Level 3).

<sup>9</sup> Career Education Information and Guidance <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3062/AQH-A8+Career+Education+Information+%26+Guidance++Policy.pdf>

- b) Scottish Highers: Our typical offer is for the equivalent to 280 points.
- c) Irish Leaving Certificate: Our typical offer is for the equivalent to 280 points.
- d) Access Course: We would require successful completion of a Quality Assurance Agency for Higher Education Access Programme and that you would have a minimum of GCSE grade C Mathematics and English Language (or have obtained the equivalent as part of your course).
- e) Such other qualifications or appropriate experience as the Programme Studies Board deems to be equivalent, e.g. other degrees or Access courses validated or approved by the University of Sunderland or kite-marked by other institutions.
- f) International applications are considered on individual merit, with qualifications being mapped onto the learning outcomes of indicative Advanced Level syllabi.
- g) Accreditation of prior learning is done on an individual level for students who wish to gain entry to level 4 or 5 of the Programme. This is monitored by the Programme Studies Board.

Where an applicant's first language is not English, and where an applicant possesses qualifications other than those indicated in (a) to (d) above, evidence is required of at least Level 6 attainment in the International English Language Testing Scheme (IELTS), a pass in the University's own English Language Proficiency Test or any equivalent to these.

## 9 Programme Management and Quality Assurance

The programme is managed and quality assured through the University's standard processes. Modules are overseen by a Module Studies Board and each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development. The Programme Studies Board, which includes module leaders, student representatives and, where applicable, typical employers, is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between levels and degree classification, is kept under review. The programme is reviewed annually and a report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to Academic Board via the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

A development grid forms a section of the annual reports and is intended to ensure that the programme is updated throughout the year both in response to staff and student comment and in relation to external feedback.

External examiners are appointed to oversee and advise on the assessment of the programme in line with University policy<sup>10</sup>. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process. They are also invited to comment on proposed developments to the programme. Their reports are sent to the DVC (Academic) as well as to the Faculty; he requires a report from the Faculty on any major issues of concern raised by the external examiner. In addition we involve our External examiners in programme development. This input is highly valued and ensures that our developments keep pace with our providers. The new programme has been seen by our external examiners and has received very positive feedback.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK HEI.

As part of the process of enhancing quality within the Programme, student views are consulted regularly through a variety of mechanisms. Student feedback is sought formally through a number of staff-student forums, the minutes of which are presented and discussed with the Programme leader and reported to the Programme team. Student nominated representatives will be invited to present

<sup>10</sup> Policy of the Role of External Examiners: <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2997/AQH-G1+Policy+on+the+Role+of+External+Examiners.pdf>

feedback at module and Programme studies boards. In addition students have the opportunity to comment via the following:

- Students provide feedback on the completion of each module within the Programme and this is used within module annual monitoring reports
- Students are also asked to complete Programme Feedback questionnaires at the end of each academic year and again this information is used in the completion of the Programme Annual Monitoring Report.
- Student Representatives are important members of both the Module Studies Board (MSB) and Programme Studies Board (PSB) and the request for student feedback is a standing agenda item.
- All Students have opportunity to book “drop in” appointments with all members of the team to discuss issues, concerns or to raise points for discussion at both the MSB and PSB
- The Staff-Student Liaison Committee (SSLC) meets at least twice per year. Notes of these meetings are taken and are communicated to students via the VLE.

At the end of each module University module feedback forms are provided to students for comment upon the quality of teaching and learning and the provision of facilities for each module. The results of which are used to inform changes both remedial and positive to modules. Informal feedback is collected by meeting with personal tutors, module leaders or the Programme leader.

### **9.1 Programme Development: Student Consultation 2012**

Students have been extensively consulted in the review and subsequent developments of the proposed Exercise, Health & Fitness programme. Formally, the programme’s development was influenced by the Staff-Student Liaison Committees, the Module and Programme Boards of Study as well as the NSS.

### **9.2 Programme Development: Employer Consultation 2012**

The programme developments have been informally discussed with public and private sector employers in the sport sector. Formal discussions have also taken place with a Wellness Manager, a senior officer in a local authority leisure services department and the owner of a small fitness business. Despite the very different contexts, their comments were surprisingly similar; they expressed greatest concern about graduate’s skills and attributes. More specifically, they wanted graduates to demonstrate the following skills:

- Communication – written and oral
- Numeracy – presenting data, interpreting data, acting on data
- Team work – able to support co-workers at all levels
- Problem solving – autonomous, able to resolve problems
- Self-management – ‘self serve’
- IT – Word and Excel and possibly Publisher

In addition, employers also wanted students to be trustworthy, punctual and respectful.

The programme have sought to respond to these employers’ concerns (which are reflective in wider research) by embedding skills development within the programme and enhancing the relationship between employability, transferable skills and assessment.

## 10 Learning Environment and Resources

### 10.1 Staff Resources

Table 2: Staff Resources

Department of Sport and Exercise Sciences				
	Name	Title	FTE	Grade
<b>Head of Department</b>	Amanda West	Dr	1.0	PL
<b>Department Management Team</b>	Ian Whyte	Dr	1.0	PL
	Bill Sheldon	Mr	1.0	PL
<b>Academic Staff Sport and Exercise Sciences</b>	Anderson, Steven	Dr	1.0	L
	Archer, David	Dr	1.0	SL
	Board, Lisa	Mrs	1.0	SL
	Bradley, Eddie	Dr	1.0	SL
	Cook, Graham	Dr	1.0	SL
	Coulson, Morc	Mr	1.0	SL
	Davis, Paul	Dr	1.0	SL
	Donohue, Claire	Ms	1.0	SL
	Fayez, Saeed	Dr	1.0	SL
	Hogg, Bob	Dr	1.0	SL
	Innerd, Paul	Dr	1.0	L
	Leyland, Sandra	Dr	1.0	SL
	O'Leary, John	Mr	1.0	SL
	Roberts, Jenny	Mrs	0.3	SL
	Soos, Istvan	Dr	1.0	Reader
<b>Technical Staff</b>	Dawe, Rachel	Ms	1.0	
	Dixon, Stuart	Mr	1.0	
	Fisher-Edwards, Alice	Ms	1.0	

Table 2 above lists current members of staff in the Department of Sport and Exercise Sciences with the fraction of their FTE (based on workload data) that contributes to the delivery of the postgraduate and undergraduate programmes. The Department not only utilises internal expertise but engages local expert practitioners to deliver various parts of the programme when necessary.

### 10.2 Learning Environment - Facilities

The Sciences Complex has recently been the subject of a £7.5 million refurbishment programme, which forms Phase 1 of the Project. Phase 2 will be the refurbishment of the remaining floors of the Fleming Building and the upper floors of the Pasteur Building. The teaching environment has changed significantly with more open space, light, break out provision for students to work in as well as investment in high quality AV equipment. The Department of Sport and Exercise Sciences laboratories have been refurbished to a high standard and include modern facilities and state-of-the-art equipment. The equipment is not the province of research only, students have direct access to use all facilities and equipment within the new programme. We feel this is a very strong aspect of our provision.

The facilities include:

- State of the art laboratories with capacity for up to 50 students
  - Biomechanics laboratory
  - Two physiology laboratories
  - Fitness suite offering a range of cardiovascular and resistance and free weight equipment
  - Psychology laboratory
  - Sport Medicine laboratory
  - Clinical skills laboratory
- Cityspace with state of the art 70 station fitness suite, large multipurpose hall, climbing wall and dance studios with sprung floors
- Custom designed PBL suite
- Human Performance and physiology suite
- Seminar suites with full AV equipment
- Computer laboratories with capacity for up to 90 students
- Open access computer facilities
- Break out space with AV support facilities for group work
- Staff hubs with break out learning spaces and teaching walls

In addition the Department of Sport and Exercise Sciences has strong links with:

- Sunderland Aquatic Centre
- Silksworth Sport Complex and Dry-Ski Slope
- Adventure Sunderland (Outdoor activities)
- Sunderland Tennis Centre and Wellness Centre

### **10.3 Sport and Exercise Sciences Equipment Resources may include:**

#### **10.3.1 Physiology Laboratory**

- Datex Ohmeda 3800 pulse oximeter
- Gas analysis equipment including: Douglas bag gas collection system, temperature probe, gas volume meters and vacuum pumps.
- Blood analysis facilities: portable lactate analysers, Accutrend Glucose and Cholesterol system, Reflotron blood analyser (for glucose, triglycerides, cholesterol, haemoglobin, creatine, potassium, uric acid).
- Health and fitness equipment: Digital spirometers, Peak flow meters, Futrex near Infra red body fat analyser, Omron Fat analyser, Body stat 1500 body fat analyser, Body fat callipers, Anthropometric tape measures, Polar A class heart rate monitors, Hosand telemetric heart rate system (18 users), Rigel & Morgan cardiac monitor.
- The laboratory also comes equipped with a Woodway treadmill, and numerous cycle ergometers, as well as a Trek 5500 road bike with turbo trainer and SRM power cranks.
- Various humidity and temperature devices and Physiotemp skin surface temperature probes.
- Randox Rx Monza and Rx Daytona biochemical analysis units
- Gonotec Osmomat 030-D Urine analysis
- Zephyr Bioharness (skin temperature, heart rate variability, heart rate)
- Sprint development/drills training (hurdles, ladders, parachutes, sleds, bungee cords and weighted vests)
- RS800CX Polar watches (heart rate variability)
- Pulse Contour Analysis-2 (arterial stiffness and vascular tone)
- Cardiocheck (total cholesterol, HDL, LDL, triglycerides, TC:HDL)

### 10.3.2 Biomechanics Laboratory

- 25m Gait analysis area
- Anthropometric measurement equipment: Electrogoniometers, anthropometric measuring tape, Vernier callipers, Universal goniometers, portable stadiometers, sit and reach benches.
- Biodex Gait trainer treadmill
- MFT Balance Trainer
- Stability balls
- Portable Force Plates (Pasco)
- Batak Pro Reaction wall
- Motion analysis equipment- Vicon 624 datastation with 8 infrared mCam2 cameras, 2 Kistler force plates, Pedar –X – foot pressure monitors, Dart trainer team pro performance analysis, multiple HD-DV cameras with mixing deck and multiple video recorders. Dartfish 2-D analysis software, XSens, MVN inertial motion capture suit
- Global real power system and various jump performance equipment
- Brower timing gates and SmartSpeed system
- Biodex System 3Pro isokinetic dynamometer for: Ankle, Knee, Hip, Shoulder, Elbow and Wrist
- Biodex Balance system
- Retul 3-D bike fitting system
- Irex linear encoder

### 10.3.3 Psychology Laboratory

- Biofeedback under relaxation techniques (autogenic training and progressive muscle relaxation) as well as in a competitive situation (squash match) using the Zephyr Bioharness device.
- Data lab data acquisition workstation for EEG, EMG, GSR, Reaction times.

Facilities are outstanding and will continue to develop as we move into Phase 2 of the rebuild. What we have at present is more than sufficient to give our students a first class experience. The development of the Sciences Complex has been carried out on the background of significant investment in the University as a whole. The new facilities sit proudly within the City Campus which has recently seen the completion of a refurbishment of the Edinburgh Building, the building of Gateway, our new student interface, and the award winning CitySpace which is our sporting and social space. The new facilities give the University a 21<sup>st</sup> century estate which will enhance the experience of staff and students.

## 10.4 Library

University Library Services support both staff and students through the provision of a high quality learning environment and information skills sessions. All students have the full use of the University's two libraries. The principal stock and services for Sport are housed at The Murray Library. The Murray Library offers comprehensive print collections, extensive E-resources, over 800 study places, 200+ PCs and information skills training facilities and study skills support.

### 10.4.1 Liaison

Excellent communication has been achieved with the Faculty of Applied Sciences, key examples of which are:

- The Director or Assistant Director of SLS sit on the following university boards:
  - Academic Board
  - Academic Development
  - Academic Experience
- The Murray Library Site Librarian has explicit responsibility for liaison with the Faculty of Applied Sciences and for managing the library to meet the needs of users

- The Murray Library Site Librarian or Deputy Site Librarian sits on the following Faculty of Applied Sciences boards:
  - Faculty Academic Experience Committee
  - Faculty Academic Development Committee
  - Faculty Quality Management Committee
- The Deputy Site Librarian has direct liaison responsibility with Sport staff and students, attending and contributing to the programme boards for Sport.

#### **10.4.2 Communication with students**

This is achieved in various ways:

- A professional member of staff is available in all libraries during open hours.
- Students' fora are held once a term where students have the opportunity to raise problems and discuss the service development with site staff.
- Students may complete "Comments, compliments and complaints" forms. If they wish a reply, one will be received from the appropriate staff member.
- There is a Customer Notice board in each site library, and in faculty buildings.
- Questions about library services are included in the University's student questionnaire, the National Student Survey and module feedback forms.
- Library staff attend staff student consultative committees as appropriate

#### **10.4.3 Evaluation and feedback**

Evaluation and feedback are provided by the University's systems for course evaluation and monitoring. Evaluation and monitoring reports are considered by the Faculty Academic Experience Committee, which is attended by the appropriate Site Librarian.

#### **10.4.5 Bookfund**

The interdisciplinary nature of the subject is such that resources bought for other courses such as psychology, sociology, management and social policy are also of benefit to students of Sport.

#### **10.4.6 Bookstock, Services and Facilities**

Selection of appropriate library materials is carried out largely by academic staff. University Library Services has the responsibility to ensure that at least one copy of an item recommended in a module guide is in the stock of the library. In practice this extends to other items in reading lists as well. The bookfund has been used in recent years to extend the range of the bookstock, to improve undergraduate provision by purchasing multiple copies of key texts, and increase provision of new up-to-date materials.

Subject Liaison Librarians ensure materials on module reading lists are available in the library in appropriate numbers.

The availability of books for teaching and learning is enhanced in a variety of ways:

- Short Loan: a collection of books and videos in heavy demand, that are available for one day loan, making them more accessible for students, with the facility to reserve items
- The provision of weekly loan items, particularly duplicate copies of key texts, to improve availability for part-time students
- E-Book collection: the library will purchase an E-Book version of titles on recommended reading lists if available
- Production of online reading lists which includes digitised book chapters and journal articles, once copyright permission is obtained.

#### **10.4.7 Periodicals**

University Library Services subscribes to over 20,000 print and electronic titles. Usage is monitored and the portfolio of titles is continually reviewed in consultation with academic staff.

#### **10.4.8 Electronic Information**

Staff and students can access library resources either on campus or off campus via the web. University Library Services maintains a web site [www.library.sunderland.ac.uk](http://www.library.sunderland.ac.uk) which provides a gateway to information resources and services (internal and external provision). Staff and student access to extensive subscribed electronic resources regardless of location via Discover, a journal search engine which facilitates searching and linking of all of our current library resources by university ID and passwords. All students have access to the interlibrary loans service, which will normally obtain required documents that the service does not hold, well within ten working days.

#### **10.4.9 Information Skills**

Registration with University Library Services and guidance on accessing these services is an integral part of induction for students in Sport. In addition University Library Services provides specialist information skills sessions to develop their knowledge of electronic resources appropriate to their subject area. Information skills sessions include the skills necessary for searching for quality academic information on the Internet.

#### **10.4.10 Help and support**

The library provides support to users in a number of ways:

- Face to face in the libraries via staffed helpdesks, roving support from library staff and group or one to one information surgeries
- The “Ask a Librarian” email service where users may contact the library with any queries and will receive a reply with 24 hours
- “Live Chat”- Synchronous online help available at various periods throughout the day, enabling users to chat with library staff and receive instant support

#### **10.4.11 IT Support**

The University has invested heavily in technology. Students may access computing facilities in the two libraries, the Dale Building and Foster Building. All modules provide electronic access to their teaching and learning materials through SunSpace.

### **10.5 Research and Reach Out / Scholarship to inform the Programme**

The University Research Plan states that the University of Sunderland is a research active university which supports a research informed curriculum. The Department of Sport and Exercise Sciences sits within the “Health Sciences and Well-being” Beacon. The Health Sciences and Well-being research beacon aims to carry out world leading research that will lead to better physical and mental health and well-being. The beacon brings together academics with broad and deep research skills and experience, and acts as a hub where they can effectively develop high quality research projects to address health issues. The Beacon aims to build sustainable, interdisciplinary academic communities with proven international renown, to help inform practice across a wide range of health disciplines and professions. Research is relevant and has real-world impact. Much of the research in The Department of Sport and Exercise Sciences is aligned to one of the Faculty of Applied Science’s Research Beacons.

Sport Science at the University has been used to support sportsmen and sportswomen across a range of activities. These include biomechanical analysis of gymnastic and diving performance, physiological measures for cyclists, boxers and rowers, as well as with professional footballers to assess their training and also their rehabilitation after injury.

Sport Science support is available to any sportsman or sportswoman who wishes to use scientific principles to assess fitness, inform the selection of appropriate training methods, and monitor training gain. University of Sunderland Elite Athletes have been in receipt of this type of support for some time and the University is now able to offer it to members of the wider community as individuals or as teams, local clubs or organisations. A number of staff are involved in high level coaching.

The Department feel it is vital that staff maintain links with external stakeholders. This benefits the provision in terms of having expert contacts to provide specialist information or support and also ensures that staff have current practice-based knowledge on which to base their own teaching. Current relationships exist with a range of local and national public, private and third sector organisations.

### **10.5.1 Examples of Research and Reach Out Activity**

*Steven Anderson* is a member of the Centre for Translational Research in Public Health (FUSE). He started his career working as a PE teacher who taught across Key Stages 1-5. Steven later went on to study for a PhD investigating participation in physical activity in schools. Steven has an invested interest in the health of young people, particularly in schools. His research interests focus mainly on motivation for a range of health behaviours specifically relating to physical education and children's exercise and health. His current research interests contribute to promotion and support for adoption and maintenance of a range of health related physical activities in schools.

*David Archer* is a member of the Nutrition Society. His research focuses on fluid balance and exercise performance, mechanisms of fatigue and performance analysis in sport. He has provided Sports Nutrition and Exercise Physiology consultation for the Amateur Swimming Association (ASA) North East Beacon Programme based at Sunderland Aquatic Centre. He has previous experience of fitness testing over several seasons at Aberdeen FC plus assessment of fluid and electrolyte balance in preseason training at Real Madrid and sample analysis for Manchester United. He has extensive experience in providing physiological and nutrition support in a variety of sports including boxing, rugby union, elite swimming and distance running. He is currently undertaking research in conjunction with Northumbria University on pacing strategies and performance in sport.

*Lisa Board* is a BASES Accredited Sport and Exercise Scientist (Physiology) with a keen interest in environmental physiology and nutritional supplementation interventions. She is currently completing PhD studies through Leeds Beckett University exploring the impact pre-acclimatisation strategies using intermittent hypoxic exposure on autonomic cardiovascular modulations, performance and the development of symptoms of acute mountain sickness at very high altitude. She was part of the Leeds Beckett University Himalayan Research Expedition to the Himalayas, Nepal in 2011 and has recently supervised postgraduate high altitude projects completed on Mont Blanc, France and the High Atlas Mountains, Morocco. She also has an interest in the cardiac risk in low body weight females with and without eating disorders and/or menstrual dysfunction. She is interested in the female-athlete-triad syndrome, energy availability, oestrogen deficiency and links to overtraining. She has joined the Himalayan Expedition 2011 research team from Leeds Metropolitan University investigating. She has previously worked extensively with exercise referral and cardiac rehabilitation exercise programmes throughout the North East. She is a BASES Accreditation Supervisor and Reviewer.

*Eddie Bradley's* general research area is the biomechanics of musculoskeletal injury, identifying short and long term risk factors and preventative strategies to reduce the debilitating effect of injury on sports performance and physical fitness. Current areas of interest include the biomechanics occurring in rugby union. This primarily focuses on how forces occurring during contact are transmitted through the body, specifically focussing on load transmission and safety during a scrum, asymmetry of spine due to chronic overloading that manifests itself as postural problems towards the end of playing careers, and understanding the contact phase with the aim of identifying ways to reduce the severity and improving safety. Further areas of interest include the implementation of balance training to prevent lower limb injury in a range of sports and recreational activities, computer modelling of injury mechanics and equipment design, and the identification of physical activity levels at festivals for health promotion purposes. Previous

research areas include analysing the microstability of femoral neck fractures and fixation techniques through computer modelling and mechanical testing. As such his current research interests makes a positive contribution to health in terms of understanding musculoskeletal injury mechanisms associated with recreational activities which can lead to strategies for prevention or rehabilitation that enable individuals to maintain participation levels.

*Morc Coulson* is author of 8 books related to the area of exercise and health directed at specific groups ranging from apparently healthy to special conditions such as obesity, diabetes and pregnancy. Interested in projects related to the above and also in projects investigating the impact of resource development on how students learn effectively in HE. Morc is currently working on a collaborative project with the local authority to become an Exercise Referral satellite delivery centre. He is also Chair of the Skills Active Continuing Professional Development panel.

*Paul Davis's* research interests include gender in sport, sport's social worlds, aesthetics in sport, ethical issues in sport and the mind in sport. Re the first of these, he has published a co-edited anthology (2009), *Philosophical Perspectives on Gender in Sport and Physical Activity* (Routledge), has published on the dissident football fan group the Ladies of Besiktas and on the current IOC and IAAF rules on inclusion in women's events, and is working on the current FA mixed competition rules and the different number of sets played by the sexes in Grand Slam tennis. Re the second, he has contributed an essay to an anthology on bigotry and football in Scotland, and is currently working on a chapter in an anthology on discrimination in sport. Re the third, he has contributed a journal essay to a Special Issue on the aesthetics of football, and has published journal essays on broader questions of aesthetic qualities in and aesthetic responses (especially spectator) to sport, on which he is hoping to co-edit an anthology. Re the fourth, he has published on coaching ethics, and is currently working on 'value hierarchy' within sport, particularly the disparate moral ideologies around drug use and violence. Re the fifth, he has contributed an entry on the philosophy of mind to the Routledge *Philosophy of Sport Handbook*, is working on the 'supersized mind' in sport and hopes to research on non-verbal thinking in sport.

*Claire Donohue's* research interests of focus on mental toughness in gymnasts, psychology of sports coaches and motivation/anxiety. She is currently involved in coaching elite and recreational gymnasts at South Durham Gymnastics Club and working with sports graduates to publish dissertation work.

*Saeed Fayez* is the supervisor of three PhD students. He has over 25 years of clinical experience in the field of musculoskeletal physiotherapy and sports medicine. He ran the Performance Laboratory of the Sports Health and Injury Clinic of the Scottish National Stadium at Glasgow Hampden Park, from 2002 to 2005 during which time his research was in the areas of biomechanical analysis, proprioceptive and balance exercises in normal and anterior cruciate ligament injured football players.

*Bob Hogg* has been a member of the Institute of the Electrical Engineers and the Engineering Council since 1991. He was previously Programme Leader for BSc. Multimedia Games Computing, and BSc. Sound and Music Technology and Assistant Director (Learning Technology Unit) for the Open University of the North responsible for IT and web development. He has a keen interest in the development of sports technology. He is a British Triathlon Level 3 Coach as well as a Coach Education Tutor, Assessor and Mentor. In these roles Bob has tested triathletes in all three disciplines and worked with athletes at all levels from novice to world class. Teaching interests include anatomy, sport injuries, sports massage, biomechanics and research methods (including statistics). Research interests include measurement of core stability and balance in horse riders, overtraining (in particular the use of Heart Rate Variability), performance analysis in both individual and team sports (in particular football) and the use of technology in the monitoring and analysis of performance.

*Paul Innerd* is a Clinical Exercise Physiologist certified by the American College of Sports Medicine. He possesses an Honorary Academic NHS research contract and carries out most of his research in the NHS. His research focuses on the effects of exercise, physical activity and inactivity on health across the whole life-span. He has developed new techniques to accurately measure physical activity using small body-worn sensors. Paul's major contribution to research, so far, has been to publish the first study comprehensively profiling physical activity and sedentary levels in adults aged 85 years and over. He also has experience in

cancer research, examining the complex cellular and molecular pathways of malignant disease. He is an associate member of Fuse: Centre for Translational Research in Public Health, a member of the American College of Sports Medicine, British Association of Sport and Exercise Sciences, the Physiological Society and a reviewer for the journal *Age and Ageing*. He has clinical and academic colleagues based across the UK at universities including Newcastle, Northumbria, Bristol, Leicester, Teesside, Loughborough, Southampton and Cambridge, in the Netherlands and at international corporations including Nike. Paul speaks regularly on local radio about issues affecting the health of people in the UK and the North East of England. From 2002-2003 Paul worked with first team athletes at Newcastle United FC and has taught Exercise Physiology in Higher Education since 2003.

*Sandra Leyland* is a Chartered Psychologist and founding member of the Division of Sport and Exercise Psychology within the British Psychological Society. Research interests and publications primarily focus on motivation for a range of health behaviours including weight management, physiotherapy home exercise, dance, physical education and in-flight exercise. Past and present PhD student supervision includes motivation for school based extracurricular dance, student engagement and diving self-efficacy. Departmental responsibilities include Programme Leadership for the BSc (Hons) in Exercise, Fitness and Health and Module Leadership for Sport and Exercise Psychology modules at undergraduate and postgraduate level.

*William Sheldon* is a registered health care scientist with research interests in clinical biochemistry and metabolic medicine. His PhD is focused on the cloning, expression and biochemical characterisation of a *N*-acetyl-b-D-glucosaminidase from *Streptococcus pyogenes* SF 370. He was a second supervisor for doctoral studies on the immunological effect of acute intermittent exercise in elite football players, which was successfully completed in December 2010. He has co-authored publications on high intensity activity profiles of elite soccer players at different performance levels with Paul Bradley.

*Istvan Soos* research interests include the prevalence of physical activity and sedentary behaviours in connection with health and obesity, physical activity motivation, as well as mood state, emotional intelligence in academic and sport settings and cross-cultural comparative studies of athletes. He is currently involved in the supervision of one professional doctorate student in the field of government initiatives to increase young people's participation and excellence in sport and he is a co-supervisor for one PhD student in the area of Exercise, Health and Fitness pedagogy identifying what makes a coach a good coach, and what is stopping a coach from being more effective. He has been examining postgraduate (PhD) research degrees as well. He has been a member of BASES (British Association for Sport and Exercise Sciences) since 2002, as well as has served for two years as research representative in the Sport and Performance Division. He has been a member of ECSS (European College of Sport Sciences) and FEPSAC (Federation of the European Sport Psychology). The University of Sunderland submitted his research output for RAE 2008 in Unit 44, and will be submitting for REF 2013 in Unit 3. Regarding to reach-out, in the past he provided sport science (sport psychology) support to young talented table tennis players. His consultancy work has also been involved a project with Komatsu providing a mental training programme for competitors for the techno Olympics in Osaka, Japan. In Sunderland Aquatic and Wellness Centre, as part of the Regional Swimming Beacon Programme, he delivered presentations and workshops to junior swimmers on "Training Focus" and "Self-belief in Competition". He is involved in the development of co-operation with local football clubs and Silksworth Tennis Centre. Istvan has been involved in the support of students' study abroad programmes within the Erasmus.

*Ian Whyte* is currently researching in the area of physical activity across many domains, especially leadership components and pedagogy, such as identifying what makes a coach a good coach, and more importantly what is stopping a coach from being more effective. It is hoped that the work will impact on future coach education developments. As a Sportcoach UK national tutor, Ian is in touch with contemporary issues in sport and physical activity at all levels, liaising at a local and national levels through national governing bodies of sport. He is a successful practicing coach, working with individuals and teams from club and beginner level to international class.

## Appendix 1



### QUICK REFERENCE

Panel: External  Internal   
 Programme: New  Review  Title Change   
 Replacement for existing

### SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the QAE Quality Officer supporting the Approval event, or sent to MISD for faculty devolved processes before sending to QAE)

<b>PROGRAMME/SUBJECT/SHORT COURSE DETAILS</b>	
Exit Award: Title of programme/award	BSC (Hons) Exercise, Health & Fitness
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Applied Science
Department:	Sport & Exercise
SITS Programme/Short Course code <sup>11</sup>	BEXHTFIFT / BEXHTFIPT
Programme Studies Board <sup>12</sup>	Sport
UCAS code <sup>13</sup> (if applicable). If other please state method.	C609
JACS code <sup>14</sup>	C600
Qualification Level / Qualification Aim	
Modes of delivery and duration:	(delete yes/no as necessary) Full time    yes    3 years Sandwich    no Part time    yes    5 years Work Based Learning    no On-campus    yes Off-campus    no
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Dr Sandra D. Leyland
Date of Approval /Modification/Review	27 <sup>th</sup> November 2012
Date of next review (QAE to complete)	2018/19
Start date of programme/Short Course	September 2012
Number of intakes per annum and likely month(s) intake(s) starts.	1 intake September

<b>FUNDING DETAILS</b>	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other <sup>15</sup>	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	

<sup>11</sup> To be allocated in consultation with MISD team in Planning and Finance

<sup>12</sup> Programme Studies/Assessment Board that will have management responsibilities for the programme.

<sup>13</sup> Please contact Admissions Manager for code

<sup>14</sup> JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website [http://www.qaa.ac.uk/WorkWithUs/Documents/jacs\\_codes.pdf](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf))

<sup>15</sup> Please confer with Amanda Watson for funding status for programme

Is the programme Open or Closed <sup>16</sup> :	
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<b>ACCREDITING BODY</b>	No If yes please attach completed form AQH-Ciii2
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<b>PROGRAMME SPECIFIC REGULATIONS</b>	Are there to be programme specific regulations? No If yes, please attach completed form AQH-B3 Appendix 2 or AQH-B8.
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<b>COLLABORATIVE:</b> Please complete details	<b>UK</b> no <b>Overseas</b> no
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<b>Institution</b>	<b>Collaborative model<sup>17</sup></b>	<b>Funding arrangements<sup>18</sup></b>
.....	.....	.....
.....	.....	.....
.....	.....	.....

**INTERIM AWARD SCHEDULE**

<b>Interim award title</b>	<b>Credits required</b>	<b>Interim structure</b> Please show mandatory requirements if applicable
Undergraduate Certificate of Higher Education in Exercise, Health and Fitness (level 4)	<b>120</b>	
Undergraduate Diploma of Higher Education in Exercise, Health and Fitness (level 5)	<b>240</b>	
Ordinary degree in Exercise, Health and Fitness (level 6)	<b>360</b>	

**DETAILS SUPPLIED BY:** ..... **DATE:** .....

<p><b>For QAE use only:</b> Circulation list: Quality Assurance &amp; Enhancement (files), MISD (J Ruffell, L Warner), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Planning (Laura Anderson), Learning Development Services (Malcolm Green) Central Timetabling (Alison McMahon) + <b>for collaborative programmes:</b> Partnership Office Carole Green, Marketing and Recruitment (Judith Green)</p>
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<sup>16</sup> An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

<sup>17</sup> As per QAE guidelines

<sup>18</sup> Please contact Amanda Watson for confirmation of funding details

## Appendix 2

### EHF List of Modules

Award, Route (if applicable) and Level	New/ Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for each assessment item	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Certificate of Higher Education (CertHE) Level 4	M (SSP118)	Principles of Sport & Exercise Physiology	SSP152	20	Core		CW 50% Ex 1 25% Ex 2 25%	None	Dr David Archer			<b>C600</b>
	M (SSP117)	Principles of Sport & Exercise Psychology	SSP153	20	Core		CW 34% MCQ 33% Portfolio 33%	None	Dr Stephen Anderson			<b>C600</b>
	M (SSP115)	Principles of Sport & Exercise Anatomy	SSP154	20	Core		CW 40% Ex 60%	None	Dr Saeed Fayaz			<b>C600</b>
	M (SSP119/120)	Principles of Sport & Exercise Leadership	SSP155	20	Core		CW 50% Ex 50%	None	Mr John O'Leary			<b>C600</b>
	N	Sport & Exercise in the Community	SSP156	20	Core		CW 70% Ex 30%	None	Dr Graham Cook			<b>C600</b>
	N	Personal & Professional Development	SSP150	20	Core		CW 100%	None	Mr John O'Leary			<b>C600</b>

<b>Diploma of Higher Education (DipHE) Level 5</b>	M (SSP212)	Sport & Exercise Physiology 1	SSP252	20	Core		CW 40% Ex 60%	None	Mr William Sheldon			<b>C600</b>
	M (SSP235/ 228)	Sport & Exercise Psychology 1	SSP253	20	Core		CW 50% Ex 50%	None	Dr Sandra Leyland			<b>C600</b>
	M (SSP211)	Injuries and Rehabilitation	SSP254	20	Core		CW 1 40% CW 2 40% CW 3 10% CW 4 10%	None	Dr Saeed Fayaz			<b>C600</b>
	N	Personal Training	SSP255	20	Core		CW 1 50% CW 2 50%	None	Mr Morc Coulson			<b>C600</b>
	N	Sport, Exercise and Public Health	SSP258	20	Core		CW 1 70% CW 2 30%	None	Mr Marc Lawton			<b>C600</b>
	M (SSP200)	Research Methods in Sport & Exercise	SSP250	20	Core		CW 1 50% CW 2 50%	None	Mrs Lisa Board			<b>C600</b>

<b>BSc. (Hons) Exercise, Health &amp; Fitness Level 6</b>	M (SSP330)	Sport, Physical Activity and Exercise for Special Populations	SSP355	20	Core		CW 1 50% CW 2 50%	None	Mr Morc Coulson			<b>C600</b>
	N	Sport, Health and the Media	SSP358	20	Core		CW 1 50% CW2 50%	None	Dr John Fulton			<b>C600</b>
	N	Exercise Behaviour Change	SSP362	20	Core		CW1 60% CW2 40%	None	Dr Sandra Leyland			<b>C600</b>
	N	Sport & Exercise Physiology 2	SSP352	20	Option	Designated	CW 40% Ex 60%	None	Mrs Lisa Board			<b>C600</b>
	M (SSP327/ 332)	Sport & Exercise Psychology 2	SSP353	20	Option	Designated	CW 100%	None	Dr Sandra Leyland			<b>C600</b>
	M (SSP312)	Nutrition for Sport & Exercise	SSP361	20	Option	Designated	CW 1 20% CW 2 20% Ex 60%	None	Dr David Archer			<b>C600</b>
	N	Dissertation 1	SSP350	20	Option	Designated	CW 1 25% CW 2 75%	None	Dr Bob Hogg			<b>C600</b>
	N	Dissertation 2	SSP351	40	Option	Designated	CW 1 25% CW 2 25% CW 3 50%	None	Dr Bob Hogg			<b>C600</b>

## **Appendix 2 Part B: Programme Regulations**

**Name of programme:** Exercise, Health and Fitness

**Title of final award:** BSc. (Hons.) Exercise, Health and Fitness

**Interim awards<sup>19</sup>:** Certificate in Exercise, Health & Fitness; Diploma in Exercise, Health & Fitness; Ordinary degree in Exercise, Health & Fitness; BSc Honours in Exercise, Health & Fitness. The BSc Honours in Exercise, Health & Fitness is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet PSRB requirements.

**Accreditation:**

**University Regulation** (please state the relevant University Regulation): *4.2.1- The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.*

### **Level 4**

**Core modules:**

Code	Title	Credits
SSP152	Principles of Sport & Exercise Physiology	20
SSP153	Principles of Sport & Exercise Psychology	20
SSP154	Principles of Sport & Exercise Anatomy	20
SSP155	Principles of Sport & Exercise Leadership	20
SSP156	Sport and Exercise in the Community	20
SSP150	Personal and Professional Development	20

**Optional Modules:** There is no provision for an optional module at Level 4.

**Elective Modules:** None.

**Progression Regulations:** There are no programme-specific progression regulations

### **Level 5**

**Core modules**

Code	Title	Credits
SSP252	Sport & Exercise Physiology 1	20
SSP235	Sport & Exercise Psychology 1	20
SSP254	Injuries & Rehabilitation	20
SSP255	Personal Training	20
SSP258	Sport, Exercise and Public Health	20
SSP250	Research Methods in Sport & Exercise	20

**Optional modules:** There is no provision for an optional module at Level 5.

<sup>19</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements  
*BSc Exercise Health Fitness Programme Specification (23 Nov 15).doc,*

**Elective modules:** None

**Progression Regulations:** There are no programme-specific progression regulations.

**Level 6**

**Core modules**

Code	Title	Credits
SSP355	Physical Activity and Exercise for Special Populations	20
SSP358	Sport, Health and the Media	20
SSP362	Exercise Behaviour Change	20

**Designated Optional modules**

*Choose one of the following modules:*

Code	Title	Credits
SSP350	Dissertation 1	20
SSP351	Dissertation 2	40

*Then choose either one or two modules from the following list in order to reach a total of 120 credits.*

Code	Title	Credits
SSP352	Sport & Exercise Physiology 2	20
SSP353	Sport & Exercise Psychology 2	20
SSP361	Nutrition for Sport & Exercise	20

**Elective modules: None**

**Progression Regulations**

There are no programme-specific progression regulations

### **Appendix 3**

#### **Matrix of modes of teaching, learning and assessment**

Taught (T), Developed (D) and Assessed (A)

#### **Level 4**

<b>Module</b>	<b>Code</b>	<b>Core / option</b>	<b>Modes of T&amp;L</b>	<b>Modes of Assessment</b>	<b>LO S1</b>	<b>LO K1</b>	<b>LO S2</b>	<b>LO K2</b>	<b>LO S3</b>	<b>LO K3</b>	<b>LO S4</b>	<b>LO K4</b>	<b>LO S5</b>	<b>LO K5</b>
Principles of Sport & Exercise Physiology	SSP 152	Core	Lectures, private study, seminars	MCQ Lab. Report	TDA	TDA	TDA	TDA			TDA			
Principles of Sport & Exercise Psychology	SSP 153	Core	Lectures, private study, group work, seminars	MCQ Portfolio Presentation	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	D	D
Principles of Sport & Exercise Anatomy	SSP 154	Core	Lectures, private study, group work, seminars	MCQ Presentation	TDA	TDA	TDA	TDA	TDA	D			D	D
Principles of Sport & Exercise Leadership	SSP 155	Core	Lectures, private study, group work, seminars	MCQ Portfolio	TDA	TDA	TDA	TDA	D	D	TDA	D		TDA
Sport & Exercise in the Community	SSP 156	Core	Lectures, private study, group work, seminars	MCQ Essay	TDA	TDA	TDA	TDA	D	D		D	D	D
Personal & Professional Development	SSP 150	Core	Lectures, private study, group work, seminars	Portfolio			TDA		TDA		TDA	TDA	TDA	TDA

## Level 5

Module	Code	Core / option	Modes of T&L	Modes of Assessment	LO S6	LO K6	LO S7	LO K7	LO S8	LO K8	LO S9	LO K9	LO S10	
Sport & Exercise Physiology 1	SSP 252	Core	Lectures, private study, seminars	Exam Lab. Report	TDA	TDA	TDA		TDA	TDA	TDA			
Sport & Exercise Psychology 1	SSP 253	Core	Lectures, private study, group work, seminars	Exam Essay		D	T D A			T D A	T D		D A	
Injuries & Rehabilitation	SSP 254	Core	Lectures, private study, group work, seminars	Report Presentation Folder	TDA	D	TDA		TDA	TDA	TD	TDA	D	
Personal Training	SSP 255	Core	Lectures, private study, group work, seminars	Essay Portfolio	TDA	TDA	TDA	TDA	TDA	TDA			DA	
Sport, Exercise and Public Health	SSP 258	Core	Lectures, private study, group work, seminars	Essay Group Presentation	TDA	TDA	TD	TDA		TD	TD	TDA	TD	
Research Methods in Sport & Exercise	SSP 250	Core	Lectures, private study, group work, seminars	Research Report Research proposal		TDA					TDA		TD	

## Level 6

Module	Code	Core / option	Modes of T&L	Modes of Assessments	LO S11	LO K10	LO S12	LO K11	LO S13	LO K12	LO S14	LO K13	LO S15	LO K14
Sports & Exercise Physiology 2	SSP 352	Designated Option	Lectures, private study, seminars	Exam Critical review		TD	TDA	TDA			TDA			TD
Sport & Exercise Psychology 2	SSP 353	Designated Option	Lectures, private study, group work, seminars	Research report	T D A		T D A			T D A	T D A	D		D
Nutrition for Sport & Exercise	SSP361	Option	Lectures, private study, group work, seminars	Group Report, Presentation, Industry assessment							T D A			
Physical Activity and Exercise for Special Populations	SSP 355	Core	Lectures, private study, group work, seminars	Exam Portfolio	TDA	TDA			TDA	TD		TDA	TD	
Sport, Health and the Media	SSP 358	Core	Lectures, private study, group work, seminars	2 Essays			T D A	TDA			TDA	TDA	TDA	
Exercise Behaviour Change	SSP 362	Core	Lectures, private study, group work, seminars	Case Study Report Group Presentation	T D A	T D A	D A	T D	T D A	T D A	T D A		D	D
Dissertation 1	SSP 350	Designated Option	Lectures, private study, group work, seminars	Research Report/Paper Poster Presentation			DA			DA	DA			DA
Dissertation 2	SSP 351	Designated Option	Lectures, private study, group work, seminars	Research Proposal Research Paper Poster			DA			DA	DA			DA

				Presentation										
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## **Appendix 4**

### **University Assessment Criteria at the level of the target award**

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-7861/AQH-F6-15%20Generic%20Assessment%20Criteria.pdf>