

Quality Handbook

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

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Please note:

- Standard text is in grey highlight;
- *Guidance notes for staff or suggestions for the design and functionality of the database are in italics.* Guidance notes should be deleted in the final version.

SECTION A: CORE INFORMATION

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) N/A

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

National credit guidelines
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>

SkillsActive National Occupational Standards for Industry
<http://www.skillsactive.com/skillsactive/national-occupational-standards/level-2/item/3169>
<http://www.skillsactive.com/skillsactive/national-occupational-standards/level-3/item/3257>

Skills Active National Occupational Standards for Instructing Exercise and Fitness and Level 3 Instructing Physical Activity. Sector Skills Council for Active Leisure and Learning.
http://www.skillsactive.com/images/stories/PDF/Sports_development_knowledge_final_version_Mah_2010.pdf Skills Active.....

1. Name of programme
Sport & Exercise Sciences

2. Award title (eg BA Honours)
BSc Honours

3. Programme linkage

Is this part of group of linked programmes between which students can transfer at agreed points? (eg a version with / without a placement year, a group of programmes with a common first year etc)

Yes – Sports Coaching

If yes:

This programme is one of a group of related programmes which also includes (add titles):
It is possible to transfer between these programmes at certain points. This may be subject to particular requirements.

4. Is the programme a top-up only?

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? (ie an ‘Extended Studies’ programme)

No

If yes:

You can take a Foundation Year (level 3) as an integral part of this programme of study. For details of the Foundation Year see the programme specification for (name of the Foundation Year).

6. Level of award (eg Level 6 for BA/BSc)

Level 3		Level 4	Cert HE	Level 5	Dip HE	Level 6	BSc	Level 7	
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7. Awarding body: University of Sunderland

8. Which department is it in?

Sport and Exercise Sciences

9. Programme Studies Board?

Sport Studies Board

10. Programme Leader

Dr Eddie Bradley

11. How and where can I study the programme?

Tick all boxes that apply

At Sunderland:	
Full-time on campus	X
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	

As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time	
overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time		
Distance learning		
Work-based Learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the -college.

SECTION B – FURTHER CORE INFORMATION

Learning and teaching strategy.

This programme aims to:

Develop your knowledge and understanding of physiology, psychology and biomechanics in the context of sport and exercise sciences.

Develop your ability to analyse, synthesise and critically evaluate information, concepts and processes that underpin human performance.

Develop the professional skills of a sport and exercise scientist to enable you to apply scientific principles in an interdisciplinary environment.

Develop a range of transferable skills for lifelong learning and personal career development.

Engender an independent approach to learning and professional development.

What will I know or be able to do at each Stage of the programme?

Stage 1 Teaching & Learning Outcomes

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

Stage 1 - Skills

Learning Outcome	Description
1	Demonstrate a basic ability to apply and communicate knowledge to situations of limited complexity in order to provide a foundation for further study in the subject
2	Identify and employ academic study skills to succeed in Higher Education study
3	Illustrate the principles of data collection, analysis and handling
4	Identify personal learning and development goals

Stage 1 - Knowledge

Learning Outcome	Description
1	Recognise the research process
2	Demonstrate a broad and balanced appreciation of key concepts and theories in sport and exercise sciences
3	Recognise one's personal skill profile within the context of the programme
4	Appreciate academic study skills necessary to succeed in Higher Education
5	Recognise key issues and policies in sport, physical activity and health

Stage 2 Teaching & Learning Outcomes

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

Stage 2 – Skills

Learning Outcome	Description
1	Appraise evidence in the context of research methods and data sources
2	Apply knowledge to the solution of familiar and unfamiliar problems
3	Plan and design practical activities using appropriate techniques and procedures
4	Take and demonstrate responsibility for personal learning and continuing professional development
5	Assess human performance in laboratory and field settings

Stage 2 - Knowledge

Learning Outcome	Description
1	Recognise different methods of enquiry, interpretation and analysis of relevant data and appropriate enquiry
2	Knowledge of one or more of the following: current professional practice/regulations/government policy/different interventions
3	Develop further knowledge in the three main disciplines underpinning sport and exercise sciences (physiology/biomechanics/psychology)
4	Appreciate and evaluate the effectiveness of interdisciplinary interventions in sport and exercise sciences

Stage 3 Teaching & Learning Outcomes

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

Stage 3 – Skills

Learning Outcome	Description
1	Design and deliver a sport and or physical activity intervention
2	Reflect on personal and professional competence and practice
3	Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data
4	Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions

Stage 3 - Knowledge

Learning Outcome	Description
1	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
2	Appraise and evaluate the effectiveness of interdisciplinary interventions in sport and exercise sciences
3	Advanced knowledge of relevant practical skills in laboratory and field settings

Ordinary Degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 and/or 4 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (i.e. compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. Stage 2 The aim of Stage 2 is to increase your subject specific knowledge, gain experience of more advanced analysis in sport and exercise sciences and improve your ability to start applying these principles to real-world scenarios. In *Sport and Exercise Physiology 1 (SSP252)*, you will build on your understanding of basic human physiology in Stage 1 to investigate the responses to acute and chronic exercise. *Sport and Exercise Biomechanics 1 (SSP257)* progresses from a description of human movement to examine the forces generated and exerted on the human body, using advanced biomechanical instrumentation such as 3D motion capture systems. *Sport and Exercise Psychology 1 (SSP253)* develops your knowledge of psychological theories in health, exercise and sport related activities to further study in specific topics such as motivation for exercise and group dynamics in sport. An appreciation of the

interdisciplinary nature of sport and exercise sciences is essential in practitioners and is developed in the *Performance Analysis (SSP 260)* module. Additionally, completing the Research Methods in Sport and Exercise (SSP250) module will develop your understanding of the research process and data handling skills to help prepare you for independent study in Stage 3.

You must choose one from two optional modules to complete Stage 2. You will be introduced to best practice in either the health and fitness industry or injury treatment and prevention in new areas of study in Level 5, choosing from either the *Personal Trainer (SSP255)* or *Injuries and Rehabilitation (SSP254)* module depending on their interests and career aspirations. Successful completion of the Personal Training module and additional work will result in the award of a Level 3 Personal Trainer qualification accredited by Skills Active.

Stage 3

Stage 3 on the Sport and Exercise Sciences programme is designed to deepen your knowledge, practical skills and ability to work independently as a sport and exercise scientist. In the *Intervention Strategies (SSP360)* module, you will develop your professional skills and provide scientific support in a multidisciplinary context, designing, implementing and evaluating a six week intervention. There is an emphasis on critical skills of analysis, interpretation and also client feedback in *Sport and Exercise Biomechanics 2 (SSP357)*, with greater focus in the areas of clinical and occupational biomechanics.

You can choose to complete either the 20 credit *Dissertation 1 (SSP350)* module or the more substantial 40 credit *Dissertation 2 (SSP351)* module in Stage 3, the culmination of your Sport and Exercise Sciences programme. You will develop the ability to become an independent researcher in an area of your interest, supported by academic and technical staff. Depending on the Dissertation module you select, you have a further two or three modules remaining to choose from five available specialist options. One of these modules must be either *Sport and Exercise Physiology 2 (SSP352)* or *Sport and Exercise Psychology 2 (SSP353)*, or you may choose both.

In *Sport and Exercise Physiology 2 (SSP352)*, you will develop understanding in advanced and applied topics such as environmental physiology and overtraining. You will examine the relationship between mental health/mental states and physical activity/sport performance. In *Sport and Exercise Psychology 2 (SSP353)*, with applications to a wide variety of environments and subject groups.

If you have selected the personal training strand you may choose *Physical Activity and Exercise for Special Populations (SSP355)*, a professionally based module that aims to develop your exercise/activity management skills in relation to specific populations. Successful completion of this module and additional work would result in the award of a Level 4 Exercise Referral qualification accredited by Skills Active. *Nutrition for Sport and Exercise (SSP361)* is an optional module available which examines the influence of diet on health and sporting performance. If you want to further your knowledge and skills in exercise psychology, you may choose the *Exercise Behaviour Change (SSP362)* module where you can critically evaluate the effectiveness of physical activity interventions with both individuals and special populations.

How will I be taught?

These three options (scheduled teaching, independent study and placement) are those which the Key Information Set (KIS) records based on the type of teaching in the modules. Be aware that 'placement' includes work-based learning.

Scheduled Teaching Activities x Independent Study x Placement

The Programme content will be delivered using a wide variety of methods (e.g. laboratory, lecture, seminar, tutorial, workshop, problem-based learning, case study and practicals involving sports coaching). At all Stages you are expected to engage in directed self-study (e.g. reading research papers and technical material in preparation for laboratory reports, assignments, workshop presentations etc.). This is essential in order to expand your knowledge, analytical and critical skills. You will also take part in group work with peers in order to enhance your practical and communication skills as well as the ability to collaborate and work within a team. Seminars, workshops and practicals allow us to provide you with regular, formative (non-assessed) feedback in individual modules. In addition, regular meetings with a personal academic tutor will be scheduled as part of the Personal and Professional Skills module at stage 1 to support your transition into University. Personal tutors will provide an opportunity to reflect formally on your academic development in relation to your lifelong learning goals (e.g. future career/study plans). All teaching and learning is supported via our virtual learning environment 'New SunSpace'. 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 NewSunSpace 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 guides 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.

Lectures, sometimes by guest speakers, are used to guide your knowledge base regarding for example theoretical concepts and current issues. Seminars and workshops are used to elaborate on these issues often utilising problem based learning and real world case studies from professional practice (e.g. providing scientific support to enhance sports performance or developing effective coaching sessions). Development of practical skill competencies including both physical activity and laboratory practicals, 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. The academic demands become progressively more challenging and complex as you progress through the three Stages and you are expected to take much greater responsibility for your learning and be increasingly comfortable planning and managing your own study. The aim is to support your development as a reflective and autonomous exercise practitioner capable of researching, planning, executing and evaluating your own work. In order to encourage this lecture frequency decreases and independent study increases. A summary of the types of teaching and assessment in each module of the programme can be found above.

How will I be assessed and given feedback?

Written examination X Coursework X Practical Assessment X

A summary of the types of teaching, learning and assessment in each module of the programme can be found ... (link to matrix of modes of TLA) The generic assessment criteria which we use can be found (link) Some programmes use subject-specific assessment criteria which are based on the generic ones. The University regulations can be found ... (link)

This programme uses the university's generic assessment criteria

Yes

This programme uses subject-specific assessment criteria

Yes

Assessment

You will receive regular, formative (non-assessed) feedback on your work and summative (formal, graded) feedback at specified assessment points on each module. This will include written feedback and also the opportunity to meet with module tutors to discuss your individual performance. 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. Our assessment strategy is designed to offer a range of assessments to support your learning, achievement and graduate skill development thereby supporting your plans for work and/or further study on graduation. Assessment methods typically include oral and/or video presentations, seminars, practicals, coursework (proposals, reports, case study) and exams. Students undertake a range of assessments at stage 1 which include shorter assessments due early in the module so that students can gauge their progress. At stage 2 assessment methods typically require students to engage with real-world examples to apply knowledge and understanding to support Sport and Exercise Sciences. Assessment items include oral presentations, written coursework (e.g. portfolios, case study reports), practicals and exams. At stage 3 the assessments are more flexible to allow students to focus on their preferred areas of interest and demonstrate independence of thinking as well as critical and evaluative skill. The dissertation for example is an independent and individual piece of work that is designed, executed, reported and evaluated by you with support from a tutor.

All summative assessments have submission dates set in advance and published in the module guide. They are generally regarded as non-negotiable. It is a student's responsibility to meet these deadlines in order to avoid failing. However 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.

How does research influence the programme?

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. Recently, the physiology section has concentrated on swimmers and endurance athletes. 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 Newcastle Utd FC and Sunderland AFC, Durham CC, Sunningdale School, Wearfit, The Performance Clinic, Sunderland City Council, SpineCOR, City Hospitals Sunderland Foundation Trust.

Section C - Employability

List of Skills for Sport and Exercise Sciences for reference only.

Stage	Description
1	Identify personal learning and development goals
1	Demonstrate a basic ability to apply and communicate knowledge to situations of limited complexity in order to provide a foundation for further study in the subject
1	Illustrate the principles of data collection, analysis and data handling
1	Identify and employ academic study skills to succeed in Higher Education
2	Apply knowledge to the solution of familiar and unfamiliar problems
2	Appraise evidence in the context of research methods and data sources
2	Plan and design practical activities using appropriate techniques and procedures
2	Assess human performance in laboratory and field settings
2	Take and demonstrate responsibility for personal learning and continuing professional development
3	Design and deliver a sport and/or physical activity intervention
3	Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data
3	Reflect on personal and professional competence and practice
3	Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions

Employability

How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed above.

There is a major focus on career planning for both employment and further study at all Stages in the Sport and Exercise Science programme. You will not only be able to apply your knowledge, understanding and practical expertise in a wide range of relevant situations, but you will also build up a variety of transferable skills over the duration of the Programme. Employers strongly value team work, effective communication, good time management, problem solving skills and we've designed this Programme to help you develop these attributes. Specifically, you will be prepared for supervised experience, the initial stage in the process towards becoming a professionally recognised Sport and Exercise Scientist accredited through the British Association of Sport and Exercise sciences (BASES).

The Programme team works closely with the University Careers and Employability Service (CES) to enhance your employment opportunities. From the start of your studies, you will be

introduced to the CES, advising you on CV writing job/placement applications in the Stage 1, Personal and Professional Skills module, delivered by academic staff members over three interactive sessions. We will encourage you to reflect upon your skills and abilities, identifying goals for your personal and professional development in this module. In Stage 2, the CES will deliver a programme specific sessions outlining potential employment opportunities for you such as teacher training and graduate jobs. You will learn how the disciplines of biomechanics, physiology and psychology can be combined in the Performance Analysis in Sport and Exercise Module (SSP260), improving your awareness of working in a multidisciplinary environment. Your final year on the Programme, Stage 3 is designed to deepen your knowledge, practical skills and ability to work independently as a sport and exercise scientist. In the Intervention Strategies (SSP360) module you will develop professional skills and service delivery in a multidisciplinary context, designing, implementing and evaluating a six week intervention. Career development will also be embedded in the final year project modules

External speakers will be invited from different sectors of the employment market to come into the University to talk to students about their work. We have a strong base of links with employers 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 you to access in terms of knowledge about what it means to work within each sector.

The core components of the programme, aligned to the sport and exercise science disciplines, combined with the strong emphasis on professional development and employability, will ensure that you are fully prepared for a range of careers including undertaking further research, teacher training, working as a sport and exercise scientist, strength and conditioning coach or performance analyst.

Opportunities for on-campus students outside your programme study

The **Sport and Exercise Sciences** programme does not include an organised placement, however it has career planning embedded into it at every stage. Throughout the programme, you are expected to gain relevant employment-related experience, applying the knowledge and skills from the programme within professional practice, as part of your personal development. You are strongly encouraged to undertake relevant employment or work-shadowing experience during vacations.

You have the opportunity to join the volunteer scheme through the University of Sunderland Sport Career Academy (SCA) to gain valuable work experience, education and training. Through this voluntary scheme you have the opportunity to gain valuable work experience and in return will be rewarded with opportunities to gain coaching qualifications and many other training opportunities. There is a wide variety of opportunities available and have previously included working with elite sporting organisations, in the education sector, the voluntary sector and in the media. There are also scholarships and paid internships available, working with University Clubs and elite athletes which are awarded on a competitive basis.

The University Careers and Employability Service (CES) provide career advice and will help you as a students or as a recent graduate to make effective career decisions and gain relevant paid/voluntary work experience and placements. They communicate part-time/vacation/graduate job opportunities, and will let you know about employer fairs and presentations. You will be provided with help and advice about writing CVs, job applications, aptitude testing, career skills workshops and interview preparation.

Particular features of the qualification

Additional qualification opportunities

In your first year (Stage 1) you will gain practical experience of participation and exercise leadership/coaching in Principles for Sport and Exercise Leadership (SSP155). Successful completion of this module and additional extracurricular assessments can result in you gaining a Level 2 Skills Active qualifications: Instructing Exercise and Fitness (Gym).

At Stage 2, completing the optional Personal Training module (SSP255) and additional assessments may result in the award of a Level 3 Personal Trainer qualification accredited by Skills Active.

If you've done the Personal Training module at Stage 2, you have the option to select Physical Activity and Exercise for Special Populations (SSP355) at Stage 3, where you will develop your exercise/activity management skills in relation to specific populations such as those with diabetes. Successful completion of this module and additional assessments may result in the award of a Level 4 Exercise Referral qualification accredited by Skills Active.

These Skills Active qualifications are highly valued in industry and would typically cost several thousand pounds to acquire independently. They will increase your employment prospects as you study and following graduation.

Professional statutory or regulatory body (PSRB) accreditation Is PSRB relevant to the programme?

Yes

PSRB List

Endorsed by the British Association of Sport and Exercise Sciences

Section D - Programme Structure and Regulations

Interim or Exit Awards for Sport and Exercise Sciences

The following awards are available to students who complete part of the programme. The university regulations explain in detail the requirements for such awards

Interim or Exit Awards

Award Title	Award Level
Certificate of Higher Education	4
Diploma of Higher Education	5
Ordinary Degree	6
Bachelor of Science (BSc)	6

Programme Award Title if different from above

NB: exit awards take the same title as the main award – so a BA in Basket-Weaving offers a Certificate in Basket-Weaving as an exit award at Level 4 However there are circumstances where this is not appropriate (eg to meet PSRB requirements) so you may request a different title. If you do this explain here why you have done so:

Alternative Title	Alternative Title Explanation
N/A	N/A

Programme Regulations

These programme regulations should be read in conjunction with the university regulations to be found at [url] Note that module lists may change from year to year

Stage 1

There are no programme-specific regulations for Stage 1 of the programme

General Programme Regulations - Stage 1

Stage 1 Core Modules - Students take the following compulsory modules

Prog Module	Module Name	Module Credit
SSP150	Personal Professional Development	20
SSP152	Principles of Sport and Exercise Physiology	20
SSP153	Principles of Sport and Exercise Psychology	20
SSP154	Principles of Sport and Exercise Anatomy	20
SSP155	Principles of Sport and Exercise Leadership	20
SSP157	Principles of Sport and Exercise Biomechanics	20

Stage 1 Optional Modules to the value of no data found

Students may choose modules to the value of credits from any of those offered by [name of department(s) / faculty] subject to the approval of the programme leader, pre- and co-requisite modules (i.e. those which you need to take before or with the module in question) and timetable constraints

Stage 1 Typical Options for no data found

At the end of Stage 1 students may remain on their original programme or transfer to Sports Coaching

Programme-specific regulations have been approved as listed below

Stage1

To meet the PRSB requirements the following modules must be passed with an overall mark of 40% Failure cannot be compensated	Each element in the following modules must be passed with a mark of at least 40%	To ensure that the learning outcomes of the module are met in each element in the following modules must be passed with a mark of at least 40%. An overall pass of 40% for the module is not sufficient	Other
-	-	-	-

Stage 2

There are no programme-specific regulations for Stage 2 of the programme

Stage 2 Core Modules -Students take the following compulsory modules

Prog Module	Module Name	Module Credit
SSP250	Research Methods in Sport & Exercise Sciences	20
SSP252	Sport & Exercise Physiology	20
SSP253	Sport & Exercise Psychology	20
SSP257	Sport & Exercise Biomechanics	20
SSP260	Performance Analysis	20

Stage 2 Optional Modules to the value of 40

Prog Module	Module Name	Module Credit
SSP254	Personal Training	20
SSP255	Injuries and Rehabilitation	20

Students may choose modules to the value of 20 credits from any of those offered by [name of department(s) / faculty] subject to the approval of the programme leader, pre- and co-requisite modules (ie those which you need to take before or with the module in question) and timetable constraints

At the end of Stage 2 students may remain on their original programme or transfer to Programme-specific regulations have been approved as listed below

Stage 2

To meet the PRSB requirements the following modules must be passed with an overall mark of 40% Failure cannot be compensated	Each element in the following modules must be passed with a mark of at least 40%	To ensure that the learning outcomes of the module are met in each element in the following modules must be passed with a mark of at least 40%. An overall pass of 40% for the module is not sufficient	Other
-	-	-	-

Stage 3

Students may choose modules to the value of credits from any of those offered by [name of department(s) / faculty] subject to the approval of the programme leader, pre- and co-requisite modules (i.e. those which you need to take before or with the module in question) and timetable constraints Typical examples of popular options are At the end of Stage 3 students may remain on their original programme or transfer to

There are no programme-specific regulations for Stage 3 of the programme

Stage 3 Core Modules - Students take the following compulsory modules

Prog Module	Module Name	Module Credit
SSP357	Sport & Exercise Biomechanics 2	20
SSP360	Intervention Strategies	20

Stage 3 Optional Modules to the value of 80

Prog Module	Module Name	Module Credit
SSP350	Dissertation 1	20
SSP351	Dissertation 2	20
SSP352	Sport & Exercise Physiology	20
SSP353	Sport & Exercise Psychology	20
SSP355	Physical Activity and Exercise for Special Populations	20
SSP361	Nutrition for Sport & Exercise	20
SSP362	Exercise Behaviour Change	20

Students may choose modules to the value of credits from any of those offered by [name of department(s) / faculty] subject to the approval of the programme leader, pre- and co-requisite modules (i.e. those which you need to take before or with the module in question) and timetable constraints Typical examples of popular options are At the end of Stage 3 students may remain on their original programme or transfer to

Programme-specific regulations have been approved as listed below

Stage 3

To meet the PRSB requirements the following modules must be passed with an overall mark of 40% Failure cannot be compensated	Each element in the following modules must be passed with a mark of at least 40%	To ensure that the learning outcomes of the module are met in each element in the following modules must be passed with a mark of at least 40%. An overall pass of 40% for the module is not sufficient	Other	Prog Regs Deg Class Text	Prog Regs Deg Class	Prog Regs Int Exit Not Accred
-	-	-	-			

Stage 3 - Placement Year - NB: only complete if full placement year part of programme
N/A

Section E Learning Outcome Module Matrix

mb Key	Ssp150	Ssp152	Ssp153	Ssp154	Ssp155	Ssp157	Ssp250	Ssp252	Ssp253	Ssp254	Ssp255	Ssp257	Ssp260	Ssp350	Ssp351	Ssp352	Ssp353	Ssp355	Ssp357	Ssp360	Ssp361
1.K.1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.K.2	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.K.3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.K.4	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.K.5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.S.1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.S.2	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.S.3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.S.4	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.K.1	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0
2.K.2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
2.K.3	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0
2.K.4	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
2.S.1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
2.S.2	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0
2.S.3	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
2.S.4	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
2.S.5	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0
3.K.1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0
3.K.2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0
3.K.3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0
3.S.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0
3.S.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
3.S.3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
3.S.4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1

Learning objectives for Sport & Exercise Sciences

Stage	S/K	No	Description	Match LO
1	S	1	Demonstrate a basic ability to apply and communicate knowledge to situations of limited complexity in order to provide a foundation for further study in the subject	K1
	S	2	Identify and employ academic study skills to succeed in Higher Education study	K2
	S	3	Illustrate the principles of data collection, analysis and handling	K3
	S	4	Identify personal learning and development goals	K4
	K	1	Recognise the research process	S1
	K	2	Demonstrate a broad and balanced appreciation of key concepts and theories in sport and exercise sciences	S2
	K	3	Recognise one's personal skill profile within the context of the programme	S3
	K	4	Appreciate academic study skills necessary to succeed in Higher Education	S4
	K	5	Recognise key issues and policies in sport, physical activity and health	S5
2	S	1	Appraise evidence in the context of research methods and data sources	K1
	S	2	Apply knowledge to the solution of familiar and unfamiliar problems	K2
	S	3	Plan and design practical activities using appropriate techniques and procedures	K3
	S	4	Take and demonstrate responsibility for personal learning and continuing professional development	K4
	S	5	Assess human performance in laboratory and field settings	K5
	K	1	Recognise different methods of enquiry, interpretation and analysis of relevant data and appropriate enquiry	S1
	K	2	Knowledge of one or more of the following: current professional practice/regulations/government policy/different interventions	S2
	K	3	Develop further knowledge in the three main disciplines underpinning sport and exercise sciences (physiology/biomechanics/psychology)	S3
	K	4	Appreciate and evaluate the effectiveness of interdisciplinary interventions in sport and exercise sciences	S4
3	S	1	Design and deliver a sport and or physical activity intervention	K1
	S	2	Reflect on personal and professional competence and practice	K2
	S	3	Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data	K3
	S	4	Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions	K4
	K	1	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	S1

	K	2	Appraise and evaluate the effectiveness of interdisciplinary interventions in sport and exercise sciences	S2
	K	3	Advanced knowledge of relevant practical skills in laboratory and field settings	S3

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

What are the admissions requirements for Sport & Exercise Sciences?

The University's standard admissions requirements can be found in the [university regulations](#).

Programme-specific requirements which are in addition to those regulations are given below.

The Programme typical offer will be 112 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award). In addition, students must possess 3 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. Alternatively, other acceptable qualifications are an appropriate BTEC National Certificate or Diploma (NVQ Level 2) 112 points from Scottish Highers or Irish Leaving Certificate, or successful completion of a Quality Assurance Agency for Higher Education Access programme.

Can students enter with advanced standing?

Yes

What stage?

Stage 1 Stage 2 X Stage 3 X Stage 4

If yes, with what qualifications?

Students can enter with advanced standing at Levels 5 and 6 if they have the requisite number of credits (120 and 240 respectively) in appropriate disciplines with comparable syllabus. The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

What kind of support and help will there be?

In the department: Describe the student support in place in the department/faculty

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.

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 ensure students study the correct modules for their chosen programme route and provide advice on academic progression. The programme leader offers advice and support to students and takes responsibility for identifying and training year group student representatives, for organising the students at their level into laboratory groups, and for collecting feedback at staff-student forums.

Many modules are core to the programme but where there is an element of student choice at level 6 the programme leader will discuss the appropriateness of each option module for

an individual student. The purpose here is not to discourage a student from choosing a particular direction of study rather to guide and encourage students to select options to ensure they get maximum benefit from their studies.

Personal Tutor

On entry to the programme, each student is allocated a personal tutor, who will continue in that role throughout the Programme to provide continuity and allow trust to develop. This tutor will be an academic staff member of the Department of Sport and Exercise Sciences. The personal tutor is the first point of contact for students to access to discuss any difficulties with the Programme or personal issues that may be affecting their performance. The student is expected to meet with their personal tutor at least three times a year. To strengthen the personal tutor role, a key module in Level 4, the *Personal and Professional Development* module is delivered by a student's personal tutor. Moreover, the personal tutor meetings are embedded in this module.

Personal tutors have responsibility for advising and counselling students about problems arising from their understanding of the nature of the learning and assessment process; monitoring any personal problems that the students encounter and advising on how other staff within the university can support them in sorting out the problems; encouraging students to see the benefits of developing self-help networks with fellow students and, advising the Programme Leader of any learning difficulties that the students are having so that appropriate support can be provided by specialist staff within the university.

The personal tutor will provide the required support if they are equipped to do so. If a personal tutor does feel equipped to provide the requisite level of support they should refer the student on to the Programme Leader and/or other University or Students' Union support services, for example, counselling.

There is an "open door" culture within the faculty of applied science, for which we numerous positive feedback from students and external examiners. Given this opportunity, students may seek the most appropriate member of staff to address any subject related problem they may have.

Advice on study skills is given early in the Programme. Students will be encouraged to liaise with the Programme team closely throughout their period of study. Remedial support for students who fail module assessments will be provided by the module leader.

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. Module leaders are also required to explicitly outline the specific modes of assessment and assessment criteria. Advice on answering questions and undertaking individual assignments will be provided in the module guides. However, students will have access to module staff for further advice as, and when, necessary. Remedial support for students who fail module assessments will be provided by the module leader.

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.

Careers and guidance

Support is offered in a number of ways. In first year, students meet their personal tutors weekly in SSP150 with much of the work being careers and professional development orientated. In Year 2, students meet approximately 8 times per year for sessions that revolve entirely around careers issues. This has support from other areas of the University (eg Careers and Guidance). In third year, students meet their tutors on two specific occasions to consider career opportunities – once on commencement of the year and the other at the beginning of Semester 2.

a. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

b. in a partner college:

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

What resources will I have access to?

On campus X

In a partner college

By distance learning

On campus

Tick all that apply

General Teaching and Learning Space X

IT X

Library X

VLE X

Laboratory X

Studio X

Performance space X

Other specialist (Sports facilities) X

Technical resources X

Information about the University Facilities can be found here

The facilities include:

- State of the art laboratories with capacity for up to 50 students
 - o Biomechanics laboratory
 - o Two physiology laboratories
 - o Fitness suite offering a range of cardiovascular and resistance and free weight equipment
 - o Psychology laboratory
 - o Sport Medicine laboratory
 - o 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

Are there any additional costs on top of fees?

Additional Costs

No specific additional costs

How are students views represented?

How are the Students views represented? All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found here [url].

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

Programmes offered in partner colleges: If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

Section G - Quality Management

National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found at ..[url] Are there any benchmarks for this programme?

Yes

The Subject benchmark(s) for this programme is/are: QAA Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008)

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found here – url

How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed. 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 university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found at [..\[url\]](#)

For further information about our quality processes see [...\[url\]](#).