

1.0 Core Information

Programme title: Master of Science in Sport and Exercise Sciences

Target award: M.Sc.

Interim or exit awards: Postgraduate Certificate of Higher Education in Sport and Exercise Sciences
Postgraduate Diploma of Higher Education in Sport and Exercise Sciences

Awarding body: University of Sunderland

Programme Assessment Board Sport

QAA subject benchmark(s) applicable

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/HLST08.asp>

There are no benchmarks for postgraduate programmes in Hospitality, Leisure, Sport and Tourism. The undergraduate benchmarks have been used as points of reference for the development of the postgraduate programme. These benchmarks form a starting-point for more specialised work.

Accrediting body / bodies: Not applicable

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>

Collaborative partners and models of collaboration: Not applicable

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

1.1 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	✓	1	3	September	
Part-time					
Sandwich					
Off-campus					
On-campus	✓				
Distance learning					
Work-based learning					

Collaborative					
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This documentation proposes the Department of Sport and Exercise Science's taught, sports-related postgraduate Masters programme.

- M.Sc. Sport and Exercise Sciences

2.0 Aims of the Programme

The M.Sc. in Sport and Exercise Sciences, and its named routes, generally aim to:

1. Provide a flexible, innovative, accessible, outward looking programme with remarkable impact, in accordance with the Vision Statement of the University of Sunderland.
2. Provide an intellectually challenging, interdisciplinary and multidisciplinary postgraduate programme of advanced study concerned with the academic development and professional preparation of students for continuing education (M.Phil or Ph.D) and/or for fulfilling careers in research or professional practice in sport, health, education and/or exercise sectors.
3. Develop and promote sport and exercise practitioners with a critical and enquiring approach to their designated delivery setting alongside an applied proficiency with respect to professional practice and skills.
4. Nurture self directed and self motivated sport, exercise, education and health practitioners, who through the application of advanced practical, intellectual, analytical and problem solving skills will be able to provide an advanced level of knowledge and professionalism in the sport, exercise, educational and health settings.
5. Provide a qualification commensurate with the needs of a strategically focused workforce and to nurture sport, exercise, education and health practitioners with an ability to engage with and build capacity between professions in an interdisciplinary and multidisciplinary approach to high quality practice and service provision.

The M.Sc. in Sport and Exercise Sciences Programme specifically aims to:

1. Facilitate learning within a flexible and progressive infrastructure which will enable students to acquire enhanced professional knowledge, advanced professional proficiency, foster systematic, critical understanding and further develop skills relevant to interdisciplinary and multidisciplinary practice in the sport, exercise, education and/or health sectors.
2. Facilitate the development and application of professional skills through interdisciplinary and multidisciplinary work experience opportunities relevant to individual specialist practice in the sport, exercise, education and/or health sectors.
3. Develop the research literacy of students including training in qualitative, quantitative and mixed research techniques and methodologies; promoting an ethical, evidence based approach to professional delivery of services in the sport, exercise, education and health sectors.
4. Prepare students for employment by fostering the capacity for both advanced independent autonomous working and interdisciplinary / multi-disciplinary team working, essential for professional practice in a modern workforce.

5. Enable students to acquire the advanced knowledge and skills to identify and implement effective solutions to complex decision making issues within the interdisciplinary and multidisciplinary context of research and employment in the sport, exercise, education and health sectors.
6. Equip students with skills of advanced communication across all levels of an employment organisation in the sport, exercise, education and/or health settings imperative to a dynamic and high quality workforce.
7. Work in a unique and fundamentally innovative relationship with programme stakeholders in ensuring the strategic relevance and effectiveness of the programme for the immediate needs of health care provision to society as a whole.
8. Foster a self-directed and reflective approach to learning, professional practice and continued professional development.

3.0 Learning Outcomes of the Programme

The programme outcomes of M.Sc. in Sport and Exercise Sciences are consistent with the generic credit level descriptors outlined in the FHEQ in England, Wales and Northern Ireland (EWNI) and align with the FQ-EHEA Dublin descriptors¹. The academic programme reflects the Quality Assurance Agency Code of Practice for the assurance of academic quality and standards in higher education² in that outcomes are based on knowledge and understanding, cognitive/intellectual skills, practical/professional qualities and skills, and transferable skills.

FHEQ-EWNI (2008, p23-24) Descriptors for a higher education qualification at level 7: Master's degree³

Minimal Threshold Standards

The M.Sc. in Sport and Exercise Sciences will be awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in sport and exercise sciences and/or physical activity, health and well-being.
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship in sport and exercise sciences and/or physical activity, health and wellbeing.
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in sport and exercise sciences and/or physical activity, health and well-being.
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in sport and exercise sciences and/or physical activity, health and well-being.
 - to evaluate and critique methodologies and, where appropriate, to propose new hypotheses in sport and exercise sciences.

¹ www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf

² <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/default.asp>

³ *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, 2008

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences in sport and exercise sciences.
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level in sport and exercise sciences.
- continue to advance their knowledge and understanding, and to develop new skills to a high level in sport and exercise sciences.

and holders will have:

- the qualities and transferable skills necessary for employment in sport and exercise sciences, requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required for continuing professional development.
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3.1 Learning Outcomes for each stage of the award

The programme is delivered in three stages over three terms. Students who study and successfully complete part of the M.Sc. programme will be able to exit the programme on completion of stages 1 and 2 (first and second terms respectively) prior to completing stage 3 (third term) and, depending upon the number of credits successfully achieved, will be eligible for a Postgraduate Certificate in Sport and Exercise or Postgraduate Diploma in Sport and Exercise (see section below). See section 4 for Programme Structure. Distinct learning outcomes are presented for each of the named pathways.

3.1.1 Postgraduate Certificate in Sport and Exercise Sciences

To achieve the Postgraduate Certificate in Sport and Exercise Sciences, a student must have successfully studied 60 credits and demonstrated achievement of the outcomes outlined in Table 1 within the context of research and/or in the development of professional skills in the sport.

Table 1: Postgraduate Certificate in Sport and Exercise Sciences

K1	Consolidate and critically discuss existing knowledge and understanding within the various disciplines of sport and exercise science.
K2	Critically appraise quantitative and qualitative methods of data collection appropriate to scientific study and vocational practice in sport and exercise sciences and apply, analyse and interpret data accurately.
S1	Identify, appraise and manage ethical, legal and professional issues relevant to sport and exercise sectors.
S2	Demonstrate key transferable and professional skills appropriate for employment in the sport, exercise, education and health sectors, and wider employment market
S3	Confidently apply qualitative and/or quantitative data collection and data analysis methods to assess and monitor sport and exercise performance and/or lifestyle and health status in an individual client and/or community population of choice.

3.1.2 Postgraduate Diploma in Sport and Exercise Sciences

To achieve the Postgraduate Diploma in Sport and Exercise Sciences, a student must have successfully completed the Postgraduate Certificate, and successfully studied 120 credits having demonstrated achievement of the outcomes outlined in Table 2 within the context of research and/or in the development of professional skills in the sport, exercise and/or health sectors.

Table 2 Postgraduate Diploma in Sport and Exercise Sciences

K3	Critically appraise the efficacy and limitations of contemporary, interdisciplinary and multidisciplinary, applied methodologies and techniques used to assess and evaluate sport and exercise performance.
K4	Critically evaluate and synthesise theory and research in sport and exercise sciences and provide informed responses to contemporary debates.
S4	Independently design, conduct and evaluate an innovative and/or original scientific intervention strategy to improve sport and exercise performance in an individual and/or community population of choice.
S5	Systematically maintain, evaluate and reflect on, personal research skills, professional skills and professional practice experiences in the sport and exercise sectors, through an evidence based reflective diary / portfolio of evidence.

3.1.3 Master of Science in Sport and Exercise Sciences

To achieve the Master of Science degree in Sport and Exercise Sciences, a student must have successfully completed the Postgraduate Diploma in Sport and Exercise Sciences and demonstrated the outcomes outlined in Table 3.

Table 3 Master of Science Programme Outcomes

K5	Independently synthesise scientific information and apply advanced theoretical concepts and principles to an original, qualitative and/or quantitative scientific research project in a relevant sport and exercise field.
S6	Independently, initiate, plan and conduct within an appropriate timescale, an original qualitative and/or quantitative scientific research project in the field of sport and exercise and, analyse, interpret findings and contribute to the advancement of their practice through the communication of their work, clearly and unambiguously, to specialist and/or non-specialist audiences.
S7	Exercise initiative and personal responsibility in professional practice in the sport and exercise sectors.
S8	Autonomously formulate and make independent, informed decisions in response to complex and unpredictable situations in the absence of complete information or data, making professional use of others where appropriate.
S9	Systematically and critically appraise, reflect and evaluate own or others' work and autonomously, plan and implement strategies to enhance the future personal and/or professional development of self and/or others.
S10	Demonstrate transferable skills in the self-management of time, application of relevant technology, commercial and customer awareness, creative thinking, leadership, problem-solving, teamwork and positive attitude within the context of research and/or in the development of professional skills in the sport and exercise sectors.
S11	Demonstrate expertise in sport and exercise scientific practice, performing practical activities with precision and effectiveness, adapting and developing new skills as appropriate.
S12	Engage confidently in academic and professional communication demonstrating a range of communication skills appropriate to their professional activity.

3.1.5 Postgraduate Diploma in Sport and Exercise Sciences

To achieve the Postgraduate Diploma in Sport and Exercise Sciences, a student must have successfully completed the Postgraduate Certificate, and successfully studied 120 credits having demonstrated achievement of the outcomes outlined in Table 2 within the context of research and/or in the development of professional skills in the sport, exercise and/or health sectors.

Table 5 Postgraduate Diploma in Sport and Exercise Sciences

K3	Critically appraise the efficacy and limitations of contemporary, interdisciplinary and multidisciplinary, applied methodologies and techniques used to assess and evaluate physical activity participation, exercise performance and/or lifestyle and health-related fitness.
K4	Critically evaluate and synthesise theory and research in physical activity, exercise sciences, health-related fitness and/or health and provide informed responses to contemporary debates.
S4	Independently design, conduct and evaluate an innovative and/or original scientific intervention strategy to improve physical activity participation, exercise performance, lifestyle and/or health in an individual and/or community population of choice.
S5	Systematically maintain, evaluate and reflect on, personal research skills, professional skills and professional practice experiences in the physical activity, exercise, lifestyle and fitness sectors, through an evidence based reflective diary / portfolio of evidence.

3.1.6 Master of Science in Sport and Exercise Sciences

To achieve the Master of Science degree in Sport and Exercise Sciences or the Master of Science degree in Sport and Exercise Sciences, a student must have successfully completed the Postgraduate Diploma in Sport and Exercise Sciences and demonstrated the outcomes outlined in Table 3.

Table 6 Master of Science Programme Outcomes

K5	Independently synthesise scientific information and apply advanced theoretical concepts and principles to an original, qualitative and/or quantitative scientific research project in a relevant physical activity, exercise or health-related field.
S6	Independently, initiate, plan and conduct within an appropriate timescale, an original qualitative and/or quantitative scientific research project in the field of physical activity, exercise or health and, analyse, interpret findings and contribute to the advancement of their practice through the communication of their work, clearly and unambiguously, to specialist and/or non-specialist audiences.
S7	Exercise initiative and personal responsibility in professional practice in the physical activity, exercise and health sectors.
S8	Autonomously formulate and make independent, informed decisions in response to complex and unpredictable situations in the absence of complete information or data, making professional use of others where appropriate.
S9	Systematically and critically appraise, reflect and evaluate own or others' work and autonomously, plan and implement strategies to enhance the future personal and/or professional development of self and/or others.
S10	Demonstrate transferable skills in the self-management of time, application of relevant technology, commercial and customer awareness, creative thinking, leadership, problem-solving, teamwork and positive attitude within the context of research and/or in the development of professional skills in the exercise and health sectors.
S11	Demonstrate expertise in sport and exercise scientific practice, performing practical activities with precision and effectiveness, adapting and developing new skills as appropriate.
S12	Engage confidently in academic and professional communication demonstrating a range of

3.2 Additional Learning Opportunities

- Talks from careers and employers
- Volunteering Scheme Work experience opportunities
- Participation in Research Projects
- Peer Assisted Learning
- Master Class Sessions
- Visiting lecturers
- Department of Sport and Exercise Research Seminars
- Venepuncture training
- Ultrasound training
- ECG Training
- BASES Accreditation – Supervised Experience
- Athlete Assessment

4.0 Programme Structure and Content

The SITS Summary for the M.Sc. in Sport and Exercise Sciences including the detailed module listing is presented within Appendix 1.

4.1 External accreditation from professional or statutory bodies

There are currently no external professional organisations to validate postgraduate modules for accreditation towards vocational recognition, career progression and continuing professional development. However, the programme has been aligned to relevant professional standards.

Modules have been designed to align with the current SkillsActive National Occupational Standards for Physical Activity and Exercise, and for Sport and Exercise Sciences. The Strength and Conditioning module curriculum aligns to the syllabus set by the UK National Strength and Conditioning Association.

The programme has also been designed to align to competencies required for professional recognition as a Sport and Exercise Scientist accredited through the British Association of Sport and Exercise Sciences (BASES).

4.2 Programme Specific Regulations

The programme regulations are presented in Appendix 2.

4.3 Programme Structures

The programme structures are presented on pages 8-9.

4.4 Flexibility of Programme Provision

The M.Sc. in Sport and Exercise Sciences is presently taught on two afternoons and evenings per week to allow students to combine study with employment. This may change to meet local circumstances e.g. lab availability.

4.5 Postgraduate Certificate or Postgraduate Diploma in Sport and Exercise Sciences

Students, who wish to engage in postgraduate study but may not want to commit to the full Master's programme, have the opportunity to study towards a Postgraduate Certificate in Sport and Exercise Sciences (successful achievement of 60 credits) or Postgraduate Diploma in Sport and Exercise Sciences (successful achievement of 120 credits). If students wish to progress at a later stage to the M.Sc. programme they will need to successfully achieve the 20 credit *Applied Research Methods and Data Analysis* module (SSPM01) as this is a specified pre-requisite module for the *Research Project* (SSPM09) module.

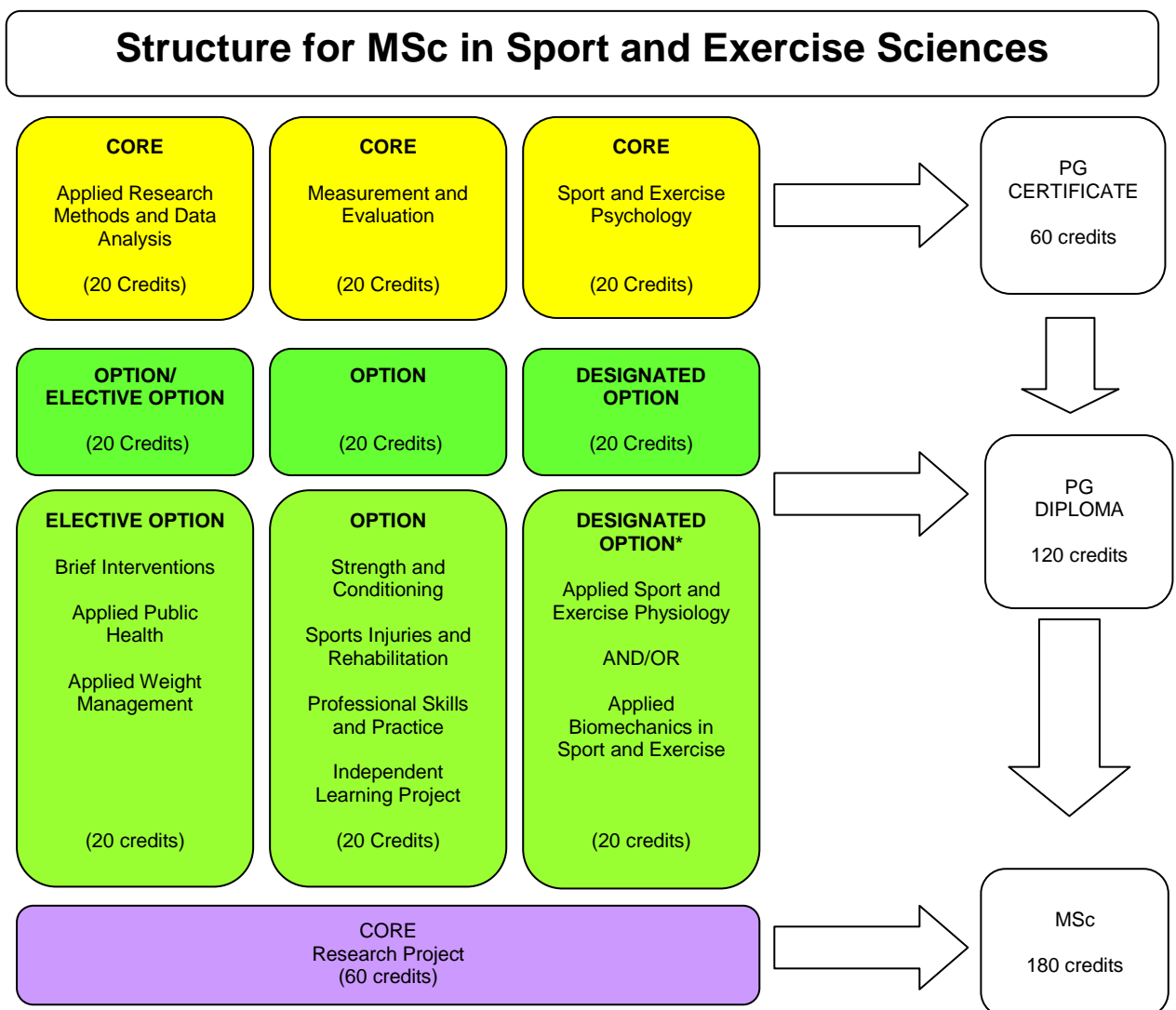


Figure 1: Structure M.Sc. Sport and Exercise Sciences

All modules are CORE in Stage 1 (Certificate) for the M.Sc. Sport and Exercise Sciences route. In Stage 1 (Certificate), students are required to successfully study three 20 credit modules *Applied Research Methods and Data Analysis* (SSPM01), *Measurement and Evaluation* (SSPM10) and *Sport and Exercise Psychology* (SSPM03) to achieve 60 credits.

In Stage 2 (Diploma), students are required to successfully study three 20 credit modules to achieve a total of 60 credits, which must include at least one of the two Designated Option modules: *Applied Sport and Exercise Physiology (SSPM02)* and *Applied Biomechanics in Sport and Exercise (SSPM04)*. Students may choose both designated option choices. If students choose one designated option they may then choose one 20 credit option plus one 20 credit elective option or two 20 credit option modules from the lists outlined in Figure 1. Alternatively, if students choose both 20 credit designated options they are required to only select one further 20 credit option or elective option from the lists outlined in figure 1. The programme is designed to offer maximum flexibility with option choices.

In Stage 3, students are required to successfully study the 60 credit *Research Project (SSPM09)* module.

5.0 Teaching and Learning

See Teaching and Learning Matrix (Table 8)

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 M.Sc. Sport and Exercise Sciences 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 sciences, who can effectively and autonomously assimilate the information gathered throughout the programme.

The core curriculum is designed to advance the knowledge of research methods, project management and data analysis, further developing skills in enquiry, critique and synthesis. The core disciplines, aligned to the key sport and exercise science disciplines (physiology, biomechanics and psychology), combined with the strong emphasis on professional development and employability, will ensure that graduates are fully prepared for a range of professional careers, for future Doctoral research, and will produce graduates who can demonstrate a commitment to self-development through life-long learning.

The Programme content will be delivered using a combination of a wide variety of teaching methods, e.g. lecture, laboratory, seminar, tutorial, workshop, problem-based learning, case studies, open-learning format, together with directed and self-study. 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 modules 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 practical and/or laboratory sessions.

On-campus a tutorial group will normally consist of approximately 20-students. In setting up tutorial groups consideration is given to aspects such as: the pressures of home responsibilities, disabilities and travelling requirements. 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.

Students will be encouraged to develop graduate skills through learning tasks which require them to work independently and in small groups, communicate in writing and orally, manage and present numerical and other forms of data, and recognise and solve problems. Recognising the challenge students may experience in making the transition from Level 6 to Level 7, contact hours in the first term are higher and the tasks largely tutor directed. In term 2, the teaching emphasis shifts to independent and small group tasks, problem-solving and student directed and student-led activity. Each student will be allocated a personal and academic tutor to further support the transition from Level 6 to level 7. At the end of the first and second term an individual tutor-student meeting will be scheduled to discuss individual student progress. 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 skill. 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.

The programme is presented as both an incremental and stand-alone qualification at postgraduate Certificate, Diploma and Master of Science stages. As shown in table 4, the programme is designed to promote progressive development of postgraduate research attributes through increasing student engagement in enquiry and understanding of research in a structured way through all stages. Stage 1, the postgraduate Certificate level provides a firm scientific grounding in the generic study of sport and exercise sciences. The emphasis on professional development and the inclusion of option/elective modules at Stage 2, the postgraduate Diploma level, provides greater opportunity for students to specialise based on personal interest and/or professional career choices. Through engagement in an independent research project, in Stage 3, students bring together their knowledge and understanding and professional skills in preparation for their subsequent employment and civic engagement. At all stages the curriculum will be structured to allow sufficient space for experimentation, enquiry and reflection, and will support reflection in a systematic way. Reflective learning is integral to all modules and a week of reflection and consolidation is scheduled in each term.

The research active curriculum, promoting the integration of teaching and research, is fully aligned to the University's Research Active Curriculum Strategy. Students are engaged on entry, at the postgraduate certificate level, to be confident and active participants in enquiry, research and knowledge creation relevant to professional practice in the sport and exercise sciences. The curriculum embraces current and emerging developments in research and professional practice in the sport and exercise sciences and is supported by the professional expertise of staff, and by the Department of Sport and Exercises research and consultancy activities.

Table 7 Content overview for each stage of the programme

Stage	Description
Stage 1 - Certificate	This stage includes three core modules. This stage, equating to a post-graduate Certificate (minimum 60 credits), is designed to give the students the underpinning core knowledge and understanding in (1) sport and exercise science disciplines and (2) research methods and data analysis. The modules will develop and provide experience of skills of enquiry and critical appraisal to ensure a fundamental base to professional practice. The emphasis is on establishing these key concepts and will address issues of critical thinking, analysis and evaluation.
Stage 2 -Diploma	The Diploma consists of 3 modules (total 60 credits). These offer opportunities to further develop scientific knowledge and the opportunity to specialise based on professional career choice, personal interest or interest in a specific sport and exercise science discipline.
Stage 3 – M.Sc.	This stage comprises one module - The Research Project (Dissertation) - and is worth 60 credits. The project encourages independent thinking and reflective practice by embarking on a research project aimed at deepening their practical abilities and knowledge in contributing to the evidence base within the students own professional discipline.

At stages 1 and 2 the scientific knowledge will be transmitted via structured lectures, seminars, practical laboratory sessions, directed learning and self-directed learning. Students will be

encouraged to be critical thinkers throughout their engagement with the programme and critical appraisal skills will be developed during the Certificate stage modules. With these underpinning skills, students can enter to the Diploma stage and engage and analyse their practice with the skills gained previously and further apply these skills to their stage 3 project. From stage 2, teaching is designed to integrate learning so sessions will place a greater emphasis on problem-based learning and learning through professional practice to ensure students can clearly demonstrate links between science and practice. Integrated work experience or employment-related activity within the *Measurement and Evaluation (SSPM10)*, *Independent Learning project (SSPM07)* and *Professional Skills and Practice (SSPM08)* modules supports the Sunderland Commitment to prepare students for future employment through opportunities to enhance employability skills. Tacit knowledge will be developed through reflecting on learning and professional practice. With supportive guidance, students will be expected to evaluate and reflect on their learning, skills and their professional development opportunities with a view to taking personal responsibility for the enhancement of their future employability and achievement of their career aspirations.

Independent work is expected throughout the programme, culminating in the M.Sc. Research Project with an extensive study in a particular chosen area. Each student is supervisor-guided and is expected to demonstrate reflective, data gathering and analysis skills, while discussing results and their relevance to past and present studies.

The integration of knowledge whenever appropriate, through integrative assignments, and development of a deep understanding of the principles and practice of professional practice will be encouraged.

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 *Research Project (SSPM09)* module in Stage 3, 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 British Association of Sport and Exercise Sciences Accreditation Scheme, SkillsActive 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 Problem based learning (PBL) sessions

PBL sessions will be used to present scenarios that become progressively more challenging and complex as the student progresses. PBL, to a significant extent, allows students to develop as individuals and as team members. PBL will nurture initiative, innovation and creativity and develop the students' ability to solve problems, manage people, deal with conflict and manage time. 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.

5.5 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.

5.6 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.

5.7 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.

5.8 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.

5.9 Tutor Support and Guidance

Each student is expected to demonstrate reflective, data gathering and analysis skills and an ability to discuss and communicate findings, in the light of current and previous research evidence, to diverse audiences. Students will be expected to write concisely and verbally defend their thesis. Tutors will offer guidance to students to ensure they develop these essential skills.

5.10 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 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.

5.11 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.

5.12 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. Personal Development Planning supports reflective practice and is introduced in the Stage 1 *Measurement and Evaluation (SSPM10)* and Stage 2, *Professional Skills in Practice (SSPM08)* and *Applied Sport and Exercise Physiology (SSPM02)* and *Applied Biomechanics in Sport and Exercise (SSPM04)* modules. The assessments for the *Professional Skills In Practice (SSPM08)* and *Measurement and Evaluation (SSPM02)* modules require students to actively reflect on their learning. At stage 3, as part of the viva assessment for the *Research Project (SSPM09)* module, students are asked to reflect on their research experiences.

5.13 Guides and Handbooks

For each module, students will receive a module guide. Further information about the modules that make up the programme structure is included within a programme guide. The module guide will detail the contact details of the module leader, syllabus, unit(s) titles, and assessment strategy of the module. Each module guide will consist of a carefully structured study plan to ensure that students cover the appropriate materials. Basic information will be provided in the module and students will be informed as to appropriate sources of additional material as required. The programme guide provides an overview of the programme. The framework for specific information to be supplied to students for both modules and programme (the handbook or guide) guide is specified.

Table 8 Teaching and Learning Matrix: Linking Methods to their location within Sport and Exercise modules

Teaching / Learning Method	Module														
	APPLIED RESEARCH METHODS AND DATA ANALYSIS SSPM01	MEASUREMENT AND EVALUATION SSPM10	SPORT AND EXERCISE PSYCHOLOGY SSPM03	APPLIED SPORT AND EXERCISE PHYSIOLOGY SSPM02	APPLIED BIOMECHANICS IN SPORT AND EXERCISE SSPM04	STRENGTH AND CONDITIONING IN PRACTICE SSPM15	INDEPENDENT LEARNING PROJECT SSPM07	SPORTS INJURIES, MANAGEMENT AND REHABILITATION SSPM14	PROFESSIONAL SKILLS AND PRACTICE SSPM08	RESEARCH PROJECT SSPM09	EPIDEMIOLOGY FOR PUBLIC HEALTH HSSM48	APPLIED WEIGHT MANAGEMENT HSSM36	BRIEF INTERVENTIONS HSSM46	GLOBAL HEALTH HSSM45	SOCIOLOGICAL PERSPECTIVES IN HEALTH HSSM47
Lecture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Laboratory/Practical		✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓
Seminar/Tutorial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Group work	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
Problem Based learning				✓	✓	✓		✓			✓	✓	✓	✓	✓
Peer Assisted Learning						✓		✓			✓	✓	✓	✓	✓
Presentation	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Reflective Practice		✓					✓		✓	✓	✓	✓	✓	✓	✓
Virtual Learning Environment (VLE)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Practice		✓					✓	✓	✓	✓	✓	✓	✓	✓	✓
Directed study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-directed study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓




 Stage 1
 Stage 2
 Stage 3

Table 9 Assessment Matrix: Linking Methods to their location within Sport and Exercise modules

Teaching / Learning Method															
	APPLIED RESEARCH METHODS AND DATA ANALYSIS SSPM01	MEASUREMENT AND EVALUATION SSPM10	SPORT AND EXERCISE PSYCHOLOGY SSPM03	APPLIED SPORT AND EXERCISE PHYSIOLOGY SSPM02	APPLIED BIOMECHANICS IN SPORT AND EXERCISE SSPM04	STRENGTH AND CONDITIONING IN PRACTICE SSPM15	INDEPENDENT LEARNING PROJECT SSPM07	SPORTS INJURIES, MANAGEMENT AND REHABILITATION SSPM14	PROFESSIONAL SKILLS AND PRACTICE SSPM08	RESEARCH PROJECT SSPM09	EPIDEMIOLOGY FOR PUBLIC HEALTH HSSM48	APPLIED WEIGHT MANAGEMENT HSSM36	BRIEF INTERVENTIONS HSSM46	GLOBAL HEALTH HSSM45	SOCIOLOGICAL PERSPECTIVES IN HEALTH HSSM47
Presentation					✓		✓	✓			✓		✓	✓	
Portfolio*		✓							✓						
Reports (Laboratory practical report + associated literature review)		✓		✓	✓		✓			✓			✓	✓	
Case Study						✓		✓							
Critical Review Essay			✓	✓											✓
Research Proposal	✓														
Practical Examination						✓									
Project											✓				
Objective Structured Clinical examination (OSCE)								✓							
Written Examination (Data Analysis & Interpretation)	✓														
Oral examination									✓						

6.0 Assessment

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 Master's level. Finally, teaching, learning and assessment is aligned to Subject Benchmark Statements and National Occupational Standards.

The assessment strategy adopted for the M.Sc. in Sport and Exercise Sciences programme utilises recommendations concerning assessment outlined in the University of Sunderland Academic Strategy (2008-2013)⁴ and specific Assessment Policy (2011)⁵. The assessment strategy also aims to build on good practice developed in the Department and within the University as a whole.

The University has a duty of care to ensure that all graduates are fit for practice. In essence, this requires that all graduates meet a set of minimum threshold standards of competence in the taught skills. Thus the programme aims to build on core knowledge, cognitions and skills, introducing ideas and interventions, assessment approaches and instruments, which have been demonstrated through research to have been effective, and to consider these in the context of the programme. 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)⁶.

The assessment strategy for the M.Sc. in Sport and Exercise Sciences programme 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 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 M.Sc. in Sport and Exercise Sciences 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 (table 9). The teaching team conduct a monitoring and review process is 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.

⁴ Academic Strategy 2008-2013 <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3056/AQH-A2+Academic+Strategy.pdf>

⁵ Assessment Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>

⁶ <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3101/AQH-B5+Generic+Assessment+Criteria.pdf>

The assessment strategy within the M.Sc. in Sport and Exercise Sciences adopts a range of methods in each year of the programme to enable the assessment of both scientific evidence-based knowledge, from which the students will develop their graduate skills and, the practice base enabling professional skills development. Methods are selected to ensure the breadth of knowledge, understanding, skills and attributes are assessed appropriately. Methods will include essays, portfolios, written and oral reports, research projects, case studies, problem-based scenarios, 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. Literacy issues relating to students not having English as first language are dealt with at admission onto the programme.

Clinical skill performance and skills of clinical assessment, diagnosis and patient management may be demonstrated and assessed formatively or summatively using an Objective Structured Clinical Examination (OSCE). Normally, this is a mechanism for demonstrating achievement of practical competency within a formalised examination setting. The standardisation of questions relevant to the learning outcomes enables a system of fair comparison and effectively annotates the level of achievement of individual students. In the context of the M.Sc. in Sport and Exercise Sciences, OSCE's may be used formatively to assess clinical skills within modules, for example, physiology or sports injury and rehabilitation. Clinical skills relevant to research in physiology, for example, venepuncture, blood analysis skills, ECG analysis, graded exercise testing, or to those relevant to professional practice in sports injuries and rehabilitation, for example, injury diagnosis and management, may be formatively assessed using OSCEs. Emphasis at postgraduate level will shift very much from the acquisition of competency in new skills to the acquisition of proficiency within research settings. Students may choose to include an OSCE as part of the assessment for their Independent Learning Project module or for the *Professional Skills in Practice* module, particularly if developing their portfolio of evidence for future BASES accreditation.

In line with the University of Sunderland Assessment policy (2011) the assessments are approved by the external examiner prior to commencement of the module and the assessment submission dates are staggered throughout the year to ensure students have optimal opportunity to produce work, which reflects their full potential and successfully achieves the full set of learning outcomes.

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. If the assignment is not submitted on time the work will be failed. 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 Governing Extensions of Assessment Deadlines and Consideration of Extenuating Circumstances⁷.

Deadlines have good pedagogic grounds and ensure that assessment procedures are implemented fairly. They provide valuable boundaries around which students can organise study and workload. Time management is a core skill essential for future employability.

⁷ Extension and Consideration of Extenuating Circumstances Policy
<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>

Table 9, outlines the full range of assessment methods. Assessment methods reflect the assessment strategy, which is designed to offer a range of assessments to support learning, student achievement and graduate skill development. Students undertake a range of assessments in stage 1, which include a report, a portfolio/critical reflection, a critical review, a time constrained exam and a research proposal so that students can gauge their progress. In term 2 assessment items include oral and/or video presentations, seminars, coursework (reports, case study) and practical demonstrations. Assessments typically require students to engage with real-world examples and/or case studies to apply knowledge and understanding to sport and exercise science related themes and issues, which support their plans for work and/or further study on graduation. In term 3 students undertake independent research and produce a 15000 word dissertation and a poster summary. They are then required to orally defend their research work.

The award of the Certificate, Diploma and M.Sc. degree requires that the requisite number of modules are studied and successfully passed (60, 120 and 180 credits respectively). An element of assessment is accepted to represent a mark or set of marks from a module. Assessment elements, with their relevant weighting, are listed on eVISION – the University of Sunderland Student System Portal. Students must achieve 40% overall in the module to pass.

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)⁸ and University of Sunderland Assessment Policy (2011)⁹. Clearly vacation periods, public holidays and Examination Board timing may cause this to be extended. It should be noted that marks achieved are not considered final until confirmed by the Examination 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 written feedback on all student summative assessments and provide additional opportunities for students to meet with the module tutors to discuss their individual performance on assessments through face-to-face interaction. Tutor availability will be clearly identified in the module guide and they may be contacted directly by telephone and/or email. Specific feedback sessions to informally discuss individual student achievement and progression will be arranged at the end of terms 1 and 2.

A second key principle in the programme's assessment strategy is the notion of feed forward to enhance student learning and achievement. In addition to structured whole group and individual opportunities for assessment feedback, students are encouraged to develop an action plan or identify objectives to address in subsequent module assessments. For example, the *Measurement and Evaluation (SSPM10)* and *Professionals Skills and Practice (SSPM08)* modules requires students to set learning goals and reflect on those goals with their tutor and as part of the assessment.

⁸Feedback 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>

⁹ Assessment Policy

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

7.0 Student Support and Guidance

Student autonomy and their engagement in an active approach to learning are key principles underpinning the M.Sc. in Sport and Exercise Sciences 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 Sport and Exercise Sciences programme team recognise that a robust and effective student support system is vital for the successful delivery of the postgraduate 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.

7.1 Pastoral support

Pastoral support services are listed in table 10.

Each student is assigned a personal tutor from University staff, who is responsible for pastoral care and basic academic problems. Contact between students and tutors will be by telephone, e-mail or post. Some staff use Facebook and Twitter as a communication option but students are clearly informed these are optional forms of communication and will depend on the staff member in question. Communication within modules is available using SunSpace. This provides 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. Staff can also make use of the television screens

around the Faculty of Applied Sciences, Science Complex building to display rotating messages to inform students of important issues.

Table 10 Pastoral support services for students

Sources

- Induction to University, to the Faculty of Applied Sciences and to the Department of Sport and Exercise Sciences
 - Library skills induction
 - Access to library electronic databases
 - Computing facilities/internet access
 - University E-mail
 - VLE – NewSunSpace
 - Learning resource centre
 - Programme handbook
 - Personal Tutors and personal development planning
 - Module guides
 - Teaching / learning support material
7. Student Services (Gateway) <http://services.sunderland.ac.uk/gateway/>
- International Students <http://services.sunderland.ac.uk/international-student-support/>
 - 2. Registration <http://services.sunderland.ac.uk/gateway/registration/>
 - Finance <http://services.sunderland.ac.uk/gateway/finance/>
 - A. IT Support <http://services.sunderland.ac.uk/gateway/itinfo/>
 - c. Health and Well-Being services <http://sls.sunderland.ac.uk/health-and-wellbeing/>
 - a. Counselling services <http://www.sunderland.ac.uk/studentlife/support/counselling/>
 - d. Disability services <http://services.sunderland.ac.uk/hr/equalityanddiversity/disability/>
 - e. Careers and Employability Service <http://sls.sunderland.ac.uk/ces/>
 - m. Chaplaincy <http://sls.sunderland.ac.uk/chaplaincy/aboutthechaplaincy/>
 - i. Volunteering
 - c. <http://services.sunderland.ac.uk/universitysport/coachsport/sportcareeracademy/volunteering/>

7

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 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 (Stage 2) 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.

7.2.2 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 their 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.

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 Sciences, for which we receive numerous positive responses from students and external examiners. Given this opportunity, students may seek the most appropriate member of staff to address any subject related problems they may have.

Advice on study skills is offered 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.

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. 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.

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 is constantly mapping the programmes and modules 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. Therefore our students can find friends from partner Institutes, which can help them to feel more comfortable, when they are going to study overseas. Also, an effective tutorial system is taken place at our Erasmus partners.

7.4 Employment Related Activity / Volunteering

The M.Sc. in Sport and Exercise Sciences and its associated routes programme does not include an organised placement. However, throughout the M.Sc. programme, students are expected to gain experience of applying the knowledge and skills from the programme within professional practice as part of their professional development. Students are strongly encouraged to undertake relevant employment or work-shadowing experience during term time and vacations. Students also have the opportunity to join the volunteer scheme through University 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 or other industry relevant qualifications.

Within the Programme, the Applied *Sport and Exercise Physiology (SSPM02)*, Applied Biomechanics in Sport and Exercise (*SSPM04*), *Independent Learning Project (SSPM07)* and *Research Project (SSPM09)* modules allow students to investigate real-world problems in a relevant field of sport and exercise or physical activity, health and well-being that are pertinent to their vocation and working environment and utilises the facilities and resources within that community. Students who choose the *Professional Skills in Practice (SSPM08)* module are expected to complete 100 hours of relevant employment experience and/or employment-related activity, for example work-shadowing in the sport and exercise practical laboratory classes. The individual employment experience and/or employment-related activity is designed to be student-directed and may be undertaken and completed at any point throughout the duration of the programme.

Additionally, the programme works with the Careers and Employability Service (CES) to enhance students' employment opportunities. For example, during induction week students are introduced to the CES and during the Programme CES deliver sessions on how to write a CV and job applications. They also provide sessions on effective interview techniques.

7.5 Personal and career planning

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 Sciences 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 also 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 graduates¹⁰ 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 Ph.D.

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, assessment regulations, SunSpace and the timetable).

7.8 SunSpace

Constant student support is provided through Sunspace, the University VLE, which provides 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. Additionally key events are highlighted in a Programme calendar and links to study skills and external sites of relevance to the particular modules.

8.0 Admissions

For the M.Sc. in Sport and Exercise Sciences programme students will hold a first degree in a sports-related subject having achieved a 2:2 classification or above. However applications will be examined on an individual basis and some students who have achieved professionally may be admitted without a first degree.

Students who hold a non-sport related degree will be considered on a case-by-case basis and may be required to submit a portfolio of evidence to demonstrate essential fundamental scientific knowledge and experience relevant to the study of sport and exercise sciences.

Where an applicant's first language is not English evidence is required of at least Level 6 attainment in the International English Language Testing Scheme (IELTS) or a Cambridge Certificate at grade B or a pass in the University's own English Language proficiency test or any equivalent to these.

There are no recognised routes of prior learning for entry to the programme. Students who have successfully completed similar modules or programmes at another institution may be

¹⁰ Career Education Information and Guidance <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3062/AQH-A8+Career+Education+Information+%26+Guidance++Policy.pdf>

considered for Accreditation of Prior Achievement / Learning (APA / L). All non-standard entry applications are considered on an individual basis.

9.0 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 policy¹¹. 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; two from each year of the Programme are used to present feedback at module and Programme studies boards. In addition students have the opportunity to comment via the following:

- Standing invitations to comment exist within the Programme space on Sunspace and in many modules
- 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.

¹¹ 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>

- 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
- Students confidentially and informally with the external examiners during their annual visit prior to the Programme Awards Board (PAB) and have the opportunity to provide feedback on their programme. Indeed both students and external examiners commend this forum for debate and provision of feedback.
- The Staff-Student Liaison Committee (SSLC) meets at least three times per year and is open to all. Notes of these meetings are taken and both they and the response to any queries raised are posted on the Sport Notice boards (both the physical one and the virtual one on Sunspace)

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. The information on the University module and Programme feedback forms is collated and analysed by the data capture bureau and a summary plus statistical analysis of the feedback is returned to the module or Programme leader, as appropriate. Informal feedback is collected by meeting with personal tutors, module leaders, level leaders or the Programme leader.

Students’ views are sought through module questionnaires and by other methods. The feedback informs module leaders’ annual reports on their modules. Students are represented on the MSBs and PSBs. In the former they are involved in discussion of external examiners’ reports. Alongside this, staff are piloting a new system with the Sports Development undergraduate programmes where students can present their views (positive and negative) with the Student representatives throughout the year at any point in the teaching terms. The Student representatives will email comments/issues received with the Programme Leaders and Programme Leaders will fully document these comments/issues and raise them at the next staff team meeting where appropriate actions or solutions will be discussed and minuted. Where appropriate, any changes, clarifications or improvements which need to be made can be made immediately in response to those comments rather than waiting for a formal Module or Programme Studies Board. Responses will be formally released to the student body through the Student Zone area on Sunspace. It is clear that not all student issues can be resolved immediately and some issues will take longer to address.

Student feedback on individual modules is added to the following year’s module guide and any relevant issues addressed and resolved are collated and communicated through the same mechanism. This is an attempt to follow through the “you said-we responded” initiative from year to year. Students should see the programme developing over time which may help contextualise the problems they may experience. In addition students are given the opportunity to offer informal feedback during the reflective learning weeks that are integrated into the programme. Student feedback also informs the agenda and discussion at the Departmental annual review day, scheduled for early July following the end of the academic year. These comments and subsequent discussion then help to inform the Departmental objectives for the following academic year with a view to aligning the feedback comments with the Departmental vision:

“To be recognised by our students as providing them with an excellent academic experience and to prepare students for employment or further study”

Students were extensively consulted in the original developments of the M.Sc. in Sport and Exercise Sciences programme. Questionnaires were distributed to all year 2 and year 3 undergraduate students towards the end of the 2009-10 academic year to elicit their interest and preferences regarding postgraduate developments at the University of Sunderland. A

student focus group was convened in January 2011 to examine the plans for this programme under consideration for validation. The group had the opportunity to contribute to the shaping of the new programme and to comment on ideas. A number of postgraduate programme development meetings were held between February and May 2011 for further feedback from students. Regular updates on programme developments have been discussed at Module and Programme Studies Boards in the presence of student representatives.

The first student cohort was extensively consulted in the periodic review process and the subsequent developments in 2012 were in response to student feedback. Formally the programme's development was influenced by the Staff-Student Liaison Committees and the Module and Programme Boards of Study (MSB/PSB). Additionally, we spoke to the first cohort of students and presented the new programme developments. The students responded very positively, particularly valuing the greater focus on employability within all modules and the greater delivery flexibility. They also favoured extending the option choices and expanding the 10 credits, six week delivery *Strength and Conditioning (SSPM06)* and *Sports Injuries and Rehabilitation (SSPM05)* modules to 20 credits, 12 week delivery. Two new 20 credit modules have subsequently been validated in 2012: *Sports Injuries, Management and Rehabilitation (SSPM14)* and *Strength and Conditioning in Practice (SSPM15)*.

9.2 Programme Development: Employer Consultation

The programme developments have been informally discussed with public and private sector employers. 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 their 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 solve problems independently

Self- management

IT – Word, Excel and possibly Publisher

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

10.0 Learning Environment and Resources

10.1 Staff Resources

Table 11 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 where necessary.

Table 11: Current Staff Resources

--

Department of Sport and Exercise Sciences				
	Name	Title	FTE	Grade
Head of Department	West, Amanda	Dr	1.0	AD/HoD
Department Management Team	Whyte, Ian	Dr	1.0	PL
	Sheldon, Bill	Mr	1.0	PL
Academic Staff Sport and Exercise Sciences	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	0.2	SL
Soos, Istvan	Dr	1.0	Reader	
Programme Administrator	Clelland, Vicky	Mrs	1.0	
Technical Staff	Dixon, Stuart	Mr	1.0	

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 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, postgraduate 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

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. Phase 2 will ensure that the facilities will give our students the best possible education from their time at the University of Sunderland. 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 21st 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 three libraries. The libraries are open extended hours and are staffed for 59 hours a week, including weekends and evenings. The Murray library is open 24x7 and St Peter's library until midnight during term time.

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 Book fund

The University Library Services book fund for 2010/11 was £253,431. The allocation to the Faculty of Sciences 2010/11 was £81,028 and Sport £10,795. 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 Book stock, 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 book fund has been used in recent years to extend the range of the book stock, 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 which provides a gateway to information resources and services (internal and external provision). Athens authentication has previously been used to allow staff and student access to extensive subscribed electronic resources regardless of location. In July 2012 this was replaced with Discover, a journal search engine which facilitates searching and linking of all of our current library resources by university ID and passwords, without the need for Athens authentication.

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 soon-to-be published 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 Sciences 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.

10.5.1 Examples of Research and Reach Out Activity

Dr. 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.

Dr. 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 currently provides 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 and is also investigating supplements and drugs in sport with the Department of Pharmacy, Health and Wellbeing at the University of Sunderland.

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.

Dr. 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.

Dr. 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.

Dr. Saeed Fayed 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.

Dr. 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.

Dr. 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.

Dr. 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- β -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.

Dr. 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 2014 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.

Dr. 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.

**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)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	Master of Science in Sport and Exercise Sciences	
Exit Award: Title of programme/award	Master of Science in Sport and Exercise Sciences	
<i>If replacement for existing, specify title of old</i>		
Faculty(ies):	Faculty of Applied Sciences	
Department:	Department of Sport and Exercise	
SITS Programme/Short Course code ¹²		
Programme Studies Board ¹³	Sport	
UCAS code ¹⁴ (if applicable). If other please state method.		
JACS code ¹⁵	C600	
Qualification Level / Qualification Aim	Master of Science	
Modes of delivery and duration:	(delete yes/no as necessary) Full time Yes 1 years Sandwich No Part time No 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:	Lisa Board	
Date of Approval /Modification/Review	November 2012	
Date of next review (<i>QAE to complete</i>)		
Start date of programme/Short Course	September 2011	
Number of intakes per annum and likely month(s) intake(s) starts.	1 intake in September per year	

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ¹⁶	
If it is TDA, is it primary/secondary/F.E./Other (please state)	

¹² To be allocated in consultation with MISD team in SRBP

¹³ Programme Studies/Assessment Board that will have management responsibilities for the programme.

¹⁴ Please contact Admissions Manager for code

¹⁵ JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant AD

¹⁶ Please confer with Amanda Watson for funding status for programme

Is the programme Open or Closed ¹⁷ :	Open
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ACCREDITING BODY	N/A
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PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No
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COLLABORATIVE: Please complete details	UK No	Overseas No
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Institution	Collaborative model¹⁸	Funding arrangements¹⁹
.....
.....
.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Postgraduate Certificate in Higher Education in Sport and Exercise Sciences	60 60	
Postgraduate Diploma in Higher Education in Sport and Exercise Sciences	120 120	

DETAILS SUPPLIED BY: **DATE:**

For QAE use only: Circulation list: Quality Assurance & Enhancement (files), MISD (J Ruffell, L Warner), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Examinations (A. Brownbridge), Planning (Amanda Watson), Learning Development Services (Malcolm Green) Central Timetabling (Lesley Scott) + **for collaborative programmes:** SRBP Carole Green/Peter Elliott, Marketing (Judith Green)

¹⁷ 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.

¹⁸ As per QAE guidelines

¹⁹ Please contact Amanda Watson for confirmation of funding details

Module List
M.Sc. in Sport and Exercise Sciences

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 <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
PG Certificate in Sport and Exercise Sciences												
M	E	Applied Research Methods and Data Analysis	SSPM01	20	C	N/A	CW 40% EXAM 60%	None	Mrs Lisa Board			C600
M	E	Measurement and Evaluation	SSPM10	20	C	N/A	CW 50% CW 50%	None	Mrs Lisa Board			C600
M	E	Sport and Exercise Psychology	SSPM03	20	C	N/A	CW 100%	None	Dr. Sandra Leyland			C600
PG Diploma in Sport and Exercise Sciences												
M	E	Applied Sport and Exercise Physiology	SSPM02	20	DO	N/A	CW 50% CW 50%	None	Mrs Lisa Board			C600
M	E	Applied Biomechanics in Sport and Exercise	SSPM04	20	DO	N/A	CW 70% CW 30%	None	Dr. Bob Hogg			C600
M	N	Sports Injuries, Management and Rehabilitation	SSPM14	20	O	N/A	CW 60% CW 40%	None	Dr. Saeed Fayez			C600
M	N	Strength and Conditioning in Practice	SSPM15	20	O	N/A	CW 70% EXAM 30%	None	Dr. Paul Bradley			C600
M	E	Independent Learning Project	SSPM07	20	O	N/A	CW 80% CW 20%	None	Mrs Lisa Board			C600
M	E	Professional Skills and Practice	SSPM08	20	O	N/A	CW 100%	None	Ms Amanda West			C600

MSc in Sport and Exercise Sciences												
M	E	Research Project	SSPM09	60	C	N/A	CW 80% EXAM 20%	SSPM01	Mrs Lisa Board			C600

Appendix 2

PROGRAMME REGULATIONS

PROGRAMME REGULATIONS

Name of programme: Master of Science in Sport and Exercise

Title of final award: M.Sc. in Sport and Exercise Sciences

Interim awards¹: Postgraduate Certificate in Higher Education in Sport and Exercise Sciences
Postgraduate Diploma in Higher Education in Sport and Exercise Sciences

Accreditation: N/A

Stage 1 Postgraduate Certificate in Higher Education in Sport and Exercise Sciences

Core modules:

Code	Title	Credits
SSPM01	Applied Research Methods and Data Analysis	20
SSPM10	Measurement and Evaluation	20
SSPM03	Sport and Exercise Psychology	20

Optional Modules

There is no provision for an option module at Stage 1.

Elective Modules

There is no provision for an elective module at Stage 1.

Progression Regulations

There are no programme-specific progression regulations²

Stage 2 Postgraduate Diploma in Higher Education in Sport and Exercise Sciences

Core modules

There is no provision for core modules at Stage 2.

Optional modules

Students may choose an option module to the value of 20 credits from the following list:

Code	Title	Credits
SSPM02	Applied Sport and Exercise Physiology*	20
SSPM04	Applied Biomechanics in Sport and Exercise*	20
SSPM14	Sports Injuries and Rehabilitation	20

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

² This will be the norm – university regulations apply

SSPM15	Strength and Conditioning	20
SSPM07	Independent Learning Project	20
SSPM08	Professional Skills and Practice	20

** Designated Option: students must choose one designated module but may choose two.*

Physical activity

Progression Regulations

There are no programme specific regulations.

Stage 3 MSc in Higher Education in Sport and Exercise Sciences

Core modules

Code	Title	Credits
SSPM09	Research Project	60

Optional modules

There is no provision for an option module at Stage 3.

Elective modules

There is no provision for an elective module at Stage 3.

Progression Regulations

There are no programme-specific progression regulations³

³ This will be the norm – university regulations apply

Appendix 3

Matrix of modes of Teaching, Learning and Assessment

Matrix of modes of Teaching, Learning and Assessment
Master of Science in Sport and Exercise Sciences

 T = TAUGHT
 D = DEVELOPED
 A = ASSESSED

Stage 1 PG Certificate

Module	Code	Core / Option	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Applied Research Methods and Data Analysis	SSPM01	Core	Lectures, Seminars Data Analysis Workshop Group work, Private study	Individual Coursework (Research Proposal) 3 hr exam	T D	T DA	T D	T D	T D	T DA	T DA	T D	D	T D	T D	T D	D	D	T D	D	T D
Measurement and Evaluation	SSPM10	Core	Lectures, Practical Laboratory, Group work, Student Presentations Private Study	Individual Coursework (Laboratory Report) Individual Coursework (Portfolio)	T DA	T DA	T D	T D	T D	T DA	T DA	T DA	T D	T DA	T D	T D	T D	T D	T D	T D	T D
Sport and Exercise Psychology	SSPM03	Core	Lectures, Seminars Group work, Private Study	Individual Coursework (Critical Review Essay)	T DA	T D	T D	T D	T D	T D	T DA	T D	T D	D	D	D	T D	D	D	D	D

Stage 2 PG Diploma

Module	Code	Core / Option	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Applied Sport and Exercise Physiology	SSPM02	Designated Option	Lectures, Practical Laboratory, Group work, Student Presentations PBL, Private Study	Individual Coursework (Critical Review Essay) Individual Coursework (Laboratory Report)	T D A	T D A	T D A	T D A	T D	T D A	T D A	T D A	T D A	T D	T D	T D	T D	T D	T D	T D	T D
Applied Sport and Exercise Biomechanics	SSPM04	Designated Option	Lectures, PBL, Group work Practical Laboratory, , Student Presentations Private Study	Individual Coursework (Laboratory Report) Individual Coursework (Oral Presentation)	T D A	T D A	T D A	T D A	T D	T D A	T D A	T D A	T D A	T D	T D	T D	T D	T D	T D	T D	T D
Sports Injuries, Management and Rehabilitation	SSPM14	Option	Lectures, Group work Practical Workshops PBL, Private Study	Individual Coursework (Case Study) Individual Coursework (Oral Presentation)	T D A	T D A	T D A	T D A		T D A	T D A	T D A	T D	T D		D	D	D	D	D	D
Strength and Conditioning in Practice	SSPM15	Option	Lectures, Seminars, Tutorials, Practical workshops, Work Experience, Private study	Individual Coursework (Case Study) Individual Coursework (Practical Exam)	T D A	T D A	T D A	T D A	T D	D	D A	T D A	D A	D A		D	D	D	D	D A	D

Stage 2 continued

Module	Code	Core / Option	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Independent Learning Project	SSPM07	Option	Tutorials Laboratory practical Employment-Based Learning / Employment Experience Private study	Individual Coursework (Critical/Systematic Review) Individual Coursework (Oral/ Poster Presentation)	D A	D A	D A	D A	D A	D A	D A	D A	D (A)	D (A)	D A	D	D	D	D	D	D
Professional Skills and Practice	SSPM08	Option	Workshops, Seminars Work Experience Private study	Individual Coursework (Portfolio)	T D A	D A	D A	D A	D A	D A	D A	D A	T D A	T D A	T D A	D A	D A	D A	D A	D A	D A
Applied Weight Management	HSSM36	Option	Lectures, Workshops Group work, PBL Private Study	Individual Coursework (Portfolio) Individual Coursework (Oral presentation)	T D A	T D A	T D A	T D A	D	T D A	T D	D	D A	D A		D	D	D	D	D	D A
Brief Interventions	HSSM46	Option	Lectures, Seminars Private Study Group work	Individual Coursework (Report) Exam (OSCE)			T D A	T D A	D	D	T D	D		T D A			D	D	D		D
Applied Public Health 1	HSSM49	Option	Lectures, Seminars Private Study, Group work	Individual Coursework (Essay)			T D A	T D A	D	D	T D	D					D	D	D		D

Stage 3 MSc




Module	Code	Core / Option	Modes of T&L	Modes of Assessment	K1	K2	K3	K4	K5	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Research Project	SSPM09	Core	Private Study Tutorial Support	Individual Coursework (Dissertation) Individual Coursework (Oral Presentation)	DA	DA	DA	DA	DA	DA	DA	DA			DA	DA	DA	DA	DA	DA	DA

Appendix 4

Assessment Criteria at the level of the target award

Table 5 Teaching and Learning Matrix: Linking Methods to their location within Sport and Exercise modules

Teaching / Learning Method	Module														
	APPLIED RESEARCH METHODS AND DATA ANALYSIS SSPM01	MEASUREMENT AND EVALUATION SSPM10	SPORT AND EXERCISE PSYCHOLOGY SSPM03	APPLIED SPORT AND EXERCISE PHYSIOLOGY SSPM02	APPLIED BIOMECHANICS IN SPORT AND EXERCISE SSPM04	STRENGTH AND CONDITIONING IN PRACTICE SSPM15	INDEPENDENT LEARNING PROJECT SSPM07	SPORTS INJURIES, MANAGEMENT AND REHABILITATION SSPM14	PROFESSIONAL SKILLS AND PRACTICE SSPM08	RESEARCH PROJECT SSPM09	EPIDEMIOLOGY HSSM	APPLIED WEIGHT MANAGEMENT HSSM	BRIEF INTERVENTIONS HSSM	GLOBAL ISSUES HSSM	SOCIOLOGICAL PERSPECTIVES IN HEALTH HSSM
Lecture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Laboratory/Practical		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Seminar/Tutorial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Group work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Based learning				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Peer Assisted Learning							✓								
Presentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective Practice		✓	✓				✓		✓	✓	✓	✓	✓	✓	✓
Virtual Learning Environment (VLE)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Practice		✓	✓				✓		✓	✓	✓	✓	✓	✓	✓
Directed study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-directed study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

 Stage 1
 Stage 2
 Stage 3