

FOUNDATION YEAR SCIENCE (SPORT AND HEALTH SCIENCE)

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

2. Partner institution and location of teaching (if applicable)

N/A

3. Type of collaborative arrangement (if applicable)

N/A

4. Name and level of final award title

Science Foundation Year (recognised Pathway)

Health Science pathway

BSc (Hons) Sports Rehabilitation (with Foundation Year)

BSc (Hons) Nutrition (with Foundation Year)

Sport Science pathway

BSc (Hons) Sport and Exercise Science (with Foundation Year)

BSc (Hons) Strength & Conditioning Science (with Foundation Year)

BSc (Hons) Sport & Exercise Nutrition (with Foundation Year)

5. Interim award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Ordinary degree

6. Faculty or Institute with responsibility for the programme

Faculty of Sport, Allied Health and Performance Sciences

7. Language of study

English

8. Joint Honours combinations

see Section 4

9. UCAS code

N/A

10. JACS and HeCos codes

N/A

11. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

12. QAA subject benchmarks or other relevant external reference points

The programme meets its specific QAA Benchmark statement, as specified in its respective validation document.

The first year of the Foundation Year degrees is itself is a level 3 programme, which is not covered by the Quality Code as this handles academic standards from level 4 onwards. OFQUAL/RQF and SEEC Level 3 benchmarking have been used as a point of reference.

13. Normal completion time and maximum duration of study

Normal completion time:

For the Foundation Year (level 3): one year full-time (no part-time option)

For the following 3 levels (4 to 6):

Full-time study – 3 years

Part-time study – 6 years

Maximum duration of study – 9 years

14. Mode of study and normal start month

Full-time only for level 3, full or part-time for levels 4-6.

15. Mode of delivery

Face to face

16. Date approved and name of authorised body

Faculty Academic Development Committee, March 2021

17. Valid cohorts, commencing study in (month/year)

September 2021

18. Additional Programme Costs

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PART 2 – CURRICULUM SPECIFIC DETAILS

19. Summary of the programme

Students will apply for the degree of four years study in Science. This programme with a foundation year aims to recruit students who did not achieve the grades required for their UG programme of choice, or who are returning to education after a period of interruption or want to enter HE under a Widening Participation / Access route. They are especially designed for students who wish to embark on undergraduate studies but need additional support and guidance to develop the skills required for degree-level study.

The particular foci of the Science Year will be the development of learning abilities in the following: communication (oral, written and digital), critical thinking, research, independent study, digital and employability skills. The Foundation Year modules are especially designed to embed the development of these skills within the acquisition of subject knowledge in Science. The three modules dedicated to this programme follow the core areas of Science curriculum in the UK; Biology, Chemistry and Physics. An additional component of Mathematics/Statistics is included alongside Physics as a recognised area for knowledge at levels 4-6 in all Science programmes.

On successful completion of the Foundation Year, students will automatically progress on to Level 4 of any of the BSc names programmes in section 4, or another undergraduate programme with consent from programme director.

20. Aims of the programme

The course is designed to offer applicants who do not have the required qualifications, a programme which will equip them with a robust toolkit of the academic, digital and personal skills required for successful study in higher education, and also with an understanding of, and an insight into science.

In the Foundation Year (Level 3) students will develop their ability to gain the most out of structured in-class study, and also to manage and evaluate their own independent learning. This wide range of transferable skills is of immense value in both undergraduate study and graduate employment.

Students will study and research the fundamental principles of science, providing them with a wide-ranging introduction to the founding principles of the discipline. They will also be introduced to key concepts in the discipline that lay the foundation of study at Level 4 and above.

Students who do not attain the requirements (as defined in section 27) to progress on the named BSc degree programme will be offered the opportunity to progress on to any other BSc programme within the Science instead, subject to the approval of the Programme Director for the Foundation Year. They may alternatively choose to progress to one of the undergraduate programmes listed in section 4.

Successful completion (as defined in section 27) of the foundation year will allow progression onto the BSc named science degrees. Students may choose to progress instead onto a different undergraduate programme with the approval of the respective Programme Director and Programme Director for the Foundation Year during the foundation year (see section 4).

21. Criteria for admission

48 UCAS points for Level 3, and GCSE Mathematics at Grade C. No DBS check required.

English language requirement: IELTS 5.0 (or equivalent) with no element below 4.5.

Students entering with an Access qualification must have achieved a minimum of 45 credits on their Access course.

Applicants with no formal qualifications will be considered on a case-by-case basis.

22. Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

The below is for the Foundation Year only (level 3), learning times for level 4-6 will vary slightly (depending on which programme is followed).

Type of learning time	Number of hours	Expressed as %
Contact time	264	22
Placement/work-based learning hours	4	0.003
Guided learning hours	516	43
Independent study time	416	35
TOTAL*	1200	100

23. Programme learning outcomes

On successful completion of the foundation year (end of level 3), students will be able to:

- 1) Communicate clearly, orally, in writing and through digital means.
- 2) Outline the fundamental methods used when undertaking research at undergraduate level in psychology.
- 3) Show confidence in their ability to understand and formulate basic arguments, and to think critically, creatively and ethically.
- 4) Exhibit awareness of their own strengths and weaknesses as a learner, and demonstrate confidence to perform independent work.
- 5) Engage and enquire about topics, contemporary debates and theories within the field of psychology.
- 6) Demonstrate a range of employability and study related skills and knowledge and have an understanding of their own identities in the learning and working contexts.

For LOs relating to the individual BSc programmes please refer to the existing validation documents.

24. Programme structure and module requirements

FHEQ Level 3 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
FDY3042	Critical Skills in Science	20	1	Core
FDY3038	Professional Integrity in Science	20	2	Core
FDY3040	Introduction to Research Methods and Individual Project	20	2	Core
FDY3012	Foundation of Life	20	1	Core
FDY3029	The Chemistry of Nature	20	1	Core
FDY3030	Principles of Physics and Mathematics	20	2	Core

For FHEQ level 4 to 6 Modules, please refer to each UG programme's validation documents.

25. Work placements or study abroad

The Foundation Year does not provide any opportunity for work placements or study abroad. However, from Level 5 onwards, students will be given a chance to engage with the community and/or industry in the form of work placements within their respective UG programmes.

26. Links to industry and employability

The Foundation Year is designed to have one work-related learning module (Professional Integrity in Science). This includes students observing in the workplace, and may also include visits to external organisations. This will provide an opportunity for students to contextualise employability skills and develop an awareness of workplace issues.

Students will also be invited to guest talks by industry and discipline experts and events organised at School level or by the Careers Services. In the module "Introduction to Research Methods and

Individual Project”, students will be required to reflect on their engagement with such organised events.

For the rest of their undergraduate studies, students will be given a chance to engage with the community and industry, as outlined in the validation documents for the respective undergraduate programmes.

27. Programme awards

This programme conforms to the [University Academic Regulations](#). To progress from level 3 to level 4, students must pass 120 credits at Level 3.

In order to qualify for the award of BSc (Hons) in XX (with Foundation Year), students must have successfully achieved 480 credits of which 120 credits will be at level 3. The academic regulations at level 3 are similar to that applying at UG level.

In order to progress to the BSc Sports Rehabilitation programme, students must achieve an average of 50% on their 100 best credits at Level 3, which must include FDY3030 Principles of Physics and Mathematics, FDY3029 The Chemistry of Nature and FDY3012 Foundations of Life. Students who do not meet these requirements may progress to any other the BSc programme within the pathway, or change to one of the programmes listed below, subject to the approval of the relevant Programme Director and Programme Director for the Foundation Year.

Students who wish to transfer to a different undergraduate programme during the Foundation Year may choose a programme from the list below, subject to the approval of the respective Programme Director and Programme Director for the Foundation Year:

BA (Hons) Business Management (Foundation Year)
BA (Hons) Business Management with Finance (Foundation Year)
BA (Hons) Business Management with Business Ethics (Foundation Year)
BA (Hons) Business Management and Entrepreneurship (Foundation Year)
BA (Hons) International Business Management (Foundation Year)
BA (Hons) Sports Management (Foundation Year)
BA/BSc (Hons) Law (with Foundation Year)
BA/BSc (Hons) Criminology and Sociology (with Foundation Year)
BA (Hons) History (with Foundation Year)
BA (Hons) Creative and Professional Writing (with Foundation Year)
BA (Hons) Film and Screen Media (with Foundation Year)
BA (Hons) Creative and Professional Writing and Film and Screen Media (with Foundation Year)
BA (Hons) English and Drama (with Foundation Year)
BA (Hons) Business Management (Foundation Year)
BA (Hons) Business Management with Finance (Foundation Year)
BA (Hons) Business Management with Business Ethics (Foundation Year)
BA (Hons) Business Management and Entrepreneurship (Foundation Year)
BA (Hons) International Business Management (Foundation Year)
BA (Hons) Sports Management (Foundation Year)
BSc (Hons) Psychology (Foundation Year)
BSc (Hons) Psychological Studies (Foundation Year)

Students who complete the Foundation Year but do not pursue their UG studies with St Mary's will be awarded a transcript recognising their achievement at level 3.

28. Programme teaching and learning strategies

The Foundation Year programme focuses on equipping students with a robust toolkit of skills to prepare them for undergraduate study and future employment:

- Communication skills for academic study and other use such as the workplace, incorporating the development of digital capabilities as a means of communication
- Other academic key skills for UG study, including academic writing, researching and the use of digital media as a source of information
- Critical and creative thinking skills which are used in a variety of academic disciplines within the field of science
- Professional transferable skills, e.g. time management, organisation skills, team work and personal autonomy.

The development of these skills is embedded in the interdisciplinary modules which give students a flavour of commercial, social, academic and political discourse.

All six modules will be core:

- **Critical Skills in Science** The module aims to equip students with the critical skills needed in academia to ensure rigour and credibility in research. The module also aims to help students develop reflection techniques which they will need for continuing educational success and presentation skills which will help them to develop confidence in articulating their ideas and speaking in public.
- **Professional Integrity in Science** will equip students with the knowledge, confidence and practical skills to help them to develop their employability skills. Students will be introduced to the workplace through a short observation and will work independently and in groups to understand and recognise work-related success and build their own potential.
- **Foundations of Life** studies the hierarchy of life, starting with macromolecules, cell tissue, organ and organism structures and functions. It also considers the interactions of organisms as arranged in communities.
- The **Chemistry of Nature** will introduce students to the concept of chemical principles underlying the life in the animal, vegetable and mineral kingdoms. It will explore the atomic structure and properties of matter, the chemical reactions occurring in the human body and in Nature, the chemico-physical phenomena underpinning the constitution of the planet Earth and its atmosphere.
- **Principles of Physics and Mathematics** is divided into two components: (1) Physical principles of Nature and (2) Mathematics (including principles of statistics). The “Nature” component studies the principles of movement and energy, electricity and magnetism, and light. This component will also explore how these principles apply to our daily lives including human movement. The “Mathematics” component studies the fundamental concepts of mathematics and how they express the language in which Nature is written. This component also includes an introduction to statistics and its applications.
- The **Introduction to Research Methods and Individual Project** is an opportunity for students to further develop the skills acquired in the first semester and to expand their knowledge in an area of their choice. Students will focus on one area introduced during semester 1, work closely with a supervisor to choose a topic of interest for investigation and engage in an original, small-scale project on this topic. The topic must be academically useful and related to one of the UG programmes they can progress to and/or future employment. Alongside pursuing their interest in a topic, students will engage with academic research skills such as finding sources, building an argument and organising ideas, design and delivery of output, and will require planning, preparation, research and autonomous working. Students will produce a portfolio of work,

including use of a delivery medium of their choice, using tools they can excel at, (including new technologies) and skills they have developed in semester 1 (including written work, oral presentation, short film, poster presentations, etc.). This module will also culminate in a small “conference” where all students showcase their findings. This module will help them reflect on the discipline/s they wish to study at UG level and inform their decisions about which UG will suit their career ambitions.

Modules will consist of 4 hours of contact each week (normally comprising two 2 hour sessions, except Introduction to Research Methods and Individual Project), using the format of seminars and workshops to encourage interaction amongst peers and tailored support from lecturers. With a total of 12 weekly contact hours, the Foundation Year aligns with the HE sector.

In addition to this, the support of the Personal Tutor will be essential, and it is anticipated that students would have a tutorial with their personal tutor almost on a weekly basis, especially at the beginning of semester 1. Students will also receive tutorial support from the Centre for Workplace Learning to help them develop their reflective techniques and employability and from the Learning Development Team to help them develop their academic literacy and both of these will enable students to work on their individual skills development. Students can also access specific English language writing skills sessions and may have level 5 student mentors from related disciplines.

The programme is designed to provide significant individual guidance to students, particularly in the early stages, whilst progressively enabling them to set their own objectives and work with increasing autonomy.

29. Programme assessment strategy

The assessment strategy on the Foundation Year programmes ensures that a great variety of academic, employment, social and personal skills are developed, in line with the programme learning outcomes. Students will be required to produce work utilising several different mediums: oral and written work (e.g. short presentation, short essay); creative work that develops digital capabilities (e.g. blog, making a short video); individual and group work; and work-based assessments. Assessments may include a portfolio of assignment tasks, to enable gradual guided progression supported by a combination of formative and summative assessments.

Assessments in semester 2 will be designed as a direct progression from assessments in semester 1, so that students will build on their acquired skills to further develop their learning abilities. In semester 2, students will also complete a project, including a reflective portfolio on a topic of their choice, aimed at increasing their independent study skills.

In advance of all summative assessments, students will receive academic preparation by:

- Regular guidance in class and during tutorials
- Familiarisation with the module outcomes and their alignment with the marking criteria
- Support from personal tutor, Learning Development Lecturer, liaison librarian, and student services
- Formative assessments with feedback (from staff as well as peers)
- Specific engagement with peer assessment and feedback, so that students engage directly with module learning outcomes and marking criteria and standards
- Post-assessment feedback and discussions in class and on an individual basis, and emphasis on continuous learning and development.

30. Student support and guidance

Each student will be assigned a Personal Tutor, who can assist with any academic advice and support with any personal issues. Students can also refer to the module convenor for academic advice, and also to the Programme Director, for broader issues which could also be related to non-academic issues.

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia.

In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [Togetherall](#) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

The hub for the Foundation Year of the new Four Year Degree Programmes will be situated on campus in the main building, and provide a central physical space for all Foundation Year students. In addition to Personal Tutoring, each student will receive assistance with academic and pastoral support. The students will have their first port of call in the hub with their Programme Directors for the Foundation Year who will be available throughout the academic year. In addition, Learning Development Lecturers will be available as a second port of call. The students will have the opportunity to seek advice on choice of module options, progression requirements, changes or transfers to other programmes and so on. The Programme Directors will support the students in exploring their personal motivations and identify their own areas of development to succeed.

31. Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary's University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- System of Moderators for collaborative provision
- Ongoing monitoring through the Programme Review process
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with programme student representatives.

BSC SPORT AND EXERCISE SCIENCE

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

2. Partner institution and location of teaching (if applicable)

N/A

3. Type of collaborative arrangement (if applicable)

N/A

4. Name and level of final award title

Sport and Exercise Science BSc (Hons)

5. Interim award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Ordinary degree

6. Faculty or Institute with responsibility for the programme

Faculty of Sport, Health and Applied Science (Department of Sport and Exercise Science)

7. Language of study

English

8. Joint Honours combinations

BSc. Sport and Exercise Science with Physical Education and Sport and Youth Development, BSc. Sport and Exercise Science and Physical Education and Sport and Youth Development, BA/BSc Physical Education and Sport and Youth Development with Sport and Exercise Science.

9. UCAS code

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10. JACS and HeCos codes

C600

11. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

A particular combination of modules in the previous structure was endorsed by the British Association of Sport and Exercise Sciences (BASES). We have been advised by BASES to apply for (BUES) endorsement of the new structure after revalidation but before its introduction in 2020.

12. QAA subject benchmarks or other relevant external reference points

The programme has been mapped against the QAA Events, Hospitality, Leisure, Sport and Tourism Subject Benchmark Statement (2016), in accordance with the University Mission and the SEEC credit level descriptors.

13. Normal completion time and maximum duration of study

Normal completion time:

Full-time study – 3 years (6 semesters)

Part-time study – 6 years (12 semesters)

14. Mode of study and normal start month

Full-time or part-time.

15. Mode of delivery

Face to face

16. Date approved and name of authorised body

Faculty Academic Development Committee, March 2021

17. Valid cohorts, commencing study in (month/year)

September 2022⁴

18. Additional Programme Costs

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PART 2 – CURRICULUM SPECIFIC DETAILS

19. Summary of the programme

Sport science is the application of scientific principles to human performance via the interdisciplinary approaches of physiology, psychology and biomechanics. These three cornerstones of the profession are supported by the understanding and application of research principles and the underpinning of professional values, both key concepts in Sport & Exercise Science.

20. Aims of the programme

The programme aims to:

- Provide a balanced, stimulating and academically sound education within the area of Sport and Exercise Science, which allows students to develop their academic and professional potential.
- Provide students with the opportunity to investigate sport and exercise as an individual and multidisciplinary field with reference to wider ethical and moral issues.
- Develop students' conceptual knowledge and critical understanding of the major domains of Sport and Exercise Science and their application to sport performance and well-being. Joint honours students will be able to specialise in one of these disciplines at levels two and three, major and single honours students in more than one.
- Enable students to become multi-skilled practitioners in their chosen field, establishing advanced techniques of enquiry and analysis, using a systematic understanding to relate current research to practice.

- Enable students to participate effectively within society through the development of transferable, practical and cognitive skills in dedicated skills modules and other modules in which skill acquisition is fostered and assessed.

21. Criteria for admission

Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#).

Specifically, the entry requirements for the course are as follows:

- 112-96 UCAS points
- BBC-CCC A Level (to include either Physical Education or one Science subject)
- DMM-MMM BTEC Extended Diploma
- English, Maths and Science GCSE (C/4 or equivalent)
- 6.0 overall IELTS score (with no less than 5.5 in any section; or equivalent)

For further details, please refer to the [University Academic Regulations](#).

22. Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

Type of learning time	Number of hours	Expressed as %
Contact time	720	20%
Placement/work-based learning hours	0	0%
Guided learning hours	1440	40%
Independent study time	1440	40%
TOTAL*	3600	100%

Students have the option to complete a Work-based Learning Module which would total a minimum of 60 hours.

23. Programme learning outcomes

On successful completion of this programme, students will be able to:

Knowledge and Understanding

1. Demonstrate knowledge and understanding of the disciplines which underpin human structure and function in sport and exercise contexts.
2. Demonstrate knowledge and a systematic understanding of the factors which influence and enhance sport and exercise performance and well-being.
3. Demonstrate a critical understanding of the disciplines in which they choose to specialise.
4. Apply empirical scientific knowledge in a range of settings, so enabling enhancement of sport and exercise performance in an evidence-based manner.

Cognitive Skills

5. Critically analyse and evaluate a range of literature and apply theory and concepts of sport and exercise science in practical contexts.
6. Think logically and critically when addressing particular issues and solving problems relevant to Sport and Exercise Science.
7. Adopt a critical approach to the collection and analysis of data, including the correct choice of methods in the recording, presentation and evaluation of data to a variety of audiences.

Practical (subject-specific) Skills

8. Carry out practical activities using appropriate laboratory, experimental and field-based skills.
9. Undertake practical's/assignments/investigations with due regard for ethical, moral, safety and risk assessment considerations.
10. Collect, record and analyse data with systematic enquiry.
11. Plan, design, execute and communicate a sustained piece of independent research work using appropriate media and techniques.

Transferable (Key) Skills

12. Communicate ideas and be able to devise and sustain arguments on paper and orally in a fluent and articulate manner.
13. Use initiative and take personal responsibility to plan and manage learning both independently and as part of a team.
14. Make appropriate use of information technology in both complex and unpredictable contexts.

24. Programme structure and module requirements

Students will have the option to take two pathways through the BSc Sport and Exercise programme single honours programme. These are the BUES (BASES Undergraduate Endorsement Scheme) route and the non-BUES route. The module options for these 2 routes are detailed below.

The **BSc Sport and Exercise Science BUES route**, students will complete the following modules:

FHEQ Level 4 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS4065	Introduction to research	20	1	Core
SPS4064	Physiology of exercise	20	2	Core
SPS4063	Fundamentals of sport psychology and skill acquisition	20	1	Core
SPS4062	Functional anatomy	20	1	Core
SPS4060	Fundamentals of biomechanics	20	2	Core
SPS4061	Practical field tests in sport	20	2	Core

FHEQ Level 5 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS5000	Research Methods	20	1 & 2	Core
SPS5011 *	Physiology of training	20	1	Option
SPS5021*	Social Psychology of Sport	20	2	Option
STC5006 †	Neuromechanics of human movement	20	2	Option
SPS5041 *	Sports biomechanics	20	1	Option
SPS5055 †	Testing and monitoring in sport	20	2	Option
SCS5023	Skill acquisition	20	1	Option
SCS5043	Notational analysis	20	2	Option
PSE5044	Contemporary issues in PE and Sport	20	1	Option
WPL5053	Experience and Employment in Sport	20	2	Option

FHEQ Level 6 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS6001	Research project	40	1 & 2	Core
SPS6011 °	Applied sport and exercise physiology	20	1	Option
SPS6012	Environmental physiology	20	2	Option
SPS6050 °	Applied sport psychology	20	1	Option
SPS6041 (or 6041) °	Experimental biomechanics	20	1	Option
SPS6042	Applied biomechanics	20	2	Option
SPS6053	Professional observation	20	2	Option
SPS6052	Issues in sport, health and exercise	20	2	Option
SCS6023 °	Advanced skill acquisition	20	1 & 2	Option
SCS6042 °	Performance analysis	20	1 & 2	Option

PSE6045 °	Advanced contemporary issues in PE and Sport	20	1	Option
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* Students must take 2 out of the 3 modules at Level 5.

† Students must take at least one of these modules at Level 5.

° Students must take the corresponding module in S1 of Level 6 as their research project discipline

The **BSc Sport and Exercise Science non-BUES** route students must follow the below guidance regarding module choices.

FHEQ Level 4 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS4065	Introduction to research	20	1	Core
SPS4064	Physiology of exercise	20	2	Core
SPS4063	Fundamentals of sport psychology and skill acquisition	20	1	Core
SPS4062	Functional anatomy	20	1	Core
SPS4060	Fundamentals of biomechanics	20	2	Core
SPS4061	Practical field tests in sport	20	2	Core

FHEQ Level 5 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS5000	Research Methods	20	1 & 2	Core
SPS5011	Physiology of training	20	1	Option
SPS5021	Social Psychology of Sport	20	2	Option
STC5006	Neuromechanics of human movement	20	2	Option
SPS5041	Sports biomechanics	20	1	Option
SPS5055	Testing and monitoring in sport	20	2	Option
SCS5023	Skill acquisition	20	1	Option
SCS5043	Notational analysis	20	2	Option

PSE5044	Contemporary issues in PE and Sport	20	1	Option
WPL5053	Experience and Employment in Sport	20	2	Option

FHEQ Level 6 Modules

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
SPS6001	Research project	40	1 & 2	Core
SPS6011 °	Applied sport and exercise physiology	20	1	Option
SPS6012	Environmental physiology	20	2	Option
SPS6050 °	Applied sport psychology	20	1	Option
SPS6041 (or 6043) °	Experimental biomechanics	20	1	Option
SPS6042	Applied biomechanics	20	2	Option
SPS6081	Professional observation	20	2	Option
SPS6082	Issues in sport, health and exercise	20	2	Option
SCS6023 °	Advanced skill acquisition	20	<u>2</u>	Option
SCS6042 °	Performance analysis	20	1 & 2	Option
PSE6045 °	Advanced contemporary issues in PE and Sport	20	1	Option

° Students must take the corresponding module in S1 of Level 6 as their research project discipline

It is expected that the majority of students will follow the BUES route (with or without placement) through this degree programme. This route provides students with the opportunity to gain a comprehensive understanding of the three, core Sport and Exercise Science sub-disciplines as identified by the British Association of Sport and Exercise Science. Furthermore, this pathway still provides students with the flexibility to tailor their programme to their strengths and interests at Level 5 and 6 where only 3 modules are core (and they have the choice to choose two of these from three possibilities). This pathway enables students to achieve an accredited degree, and improved ability to progress towards becoming a BASES Accredited Sport and Exercise Scientist.

The non-BUES route through the programme provides students with the flexibility of tailoring their degree to their interests, and particularly enables those who may not be interested in or excel at the natural and physical sciences (taught in the physiology and biomechanics sub-disciplines) to have more options in their studies.

When considering the modules by Level, all modules at Level 4 will be compulsory for all students, this is to ensure that they all receive a basic knowledge and understanding of the three core sub-disciplines in Sport and Exercise Science, as well as practical experience of working as a Sport

Scientist in the field. The modules at Level 5 allow students to become more specialist and start to apply some of the fundamental theories learnt at Level 4 to sport and exercise scenarios. Level 5 also provides students with the opportunity to understand the inter-disciplinary nature of the field through the neuromechanics of human movement module. Furthermore, related disciplines of notation analysis and skill acquisition are provided as options to all students. During Semester 1 of Level 6, students will specialise in one or two disciplines, and will take modules relevant to these specialisms. Students will also prepare to conduct a research project in one of these two disciplines which will continue through Semester 2. Semester 2 then allows students to either continue to specialise in these particular disciplines and experience their application to sport and exercise or to take applied modules such as issues in sport, health and exercise or professional observation which they can tailor to their own interests.

All students will require a minimum of 100 credits in order to progress to the next Level. Students cannot complete a dissertation in a discipline if they have attempted and failed to pass the corresponding module at Level 5 (SPS5011, SPS5021, SPS5041, SCS5023, SCS5043, PSE5044). For the award of BSc Sport and Exercise Science (Hons) students will be required to complete 240 credits at Levels 5 and 6, including the 40 credit, research project module. For the award of Certificate of Higher Education (CertHE), students must have completed 120 credits at Level 4. For the award of Diploma of Higher Education (DipHE), students must have completed 240 credits including at least 120 FHEQ at Level 5. For the award of an Ordinary Bachelor's degree (BSc.), students must have completed 300 credits including at least 60 at FHEQ Level 6 and at least 120 at FHEW Level 5. *NB Students progressing from Foundation Degree programmes require 60 Level 6 credits in order to qualify for the award of Ordinary Bachelor's degree.*

Requirements for BA/BSc Joint Honours Programmes of Study

Joint, Major and Minor Honours degrees may only be achieved by meeting the specific subject credit requirements across all levels, including any core requirements listed in the programme specification the student is enrolled on.

To be eligible for the award of a joint, major, minor honours degree, a student must have obtained the following minimum and maximum number of credits in each area of study (i.e. Subject/Programme A and Subject/Programme B) and for each level of study (i.e. Level 4, 5 and 6).

Joint Honours/Equal combination - BA/BSc degree in Sport and Exercise Science (Subject A) and Physical Education and Sport and Youth Development (Subject B) ('equalling').

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: 60 credits in both Subject A and Subject B

Level 6: 60 credits in both Subject A and Subject B

Joint Honours/ Major combination- BA/BSc degree in Sport and Exercise Science (Subject A) with Physical Education and Sport and Youth Development (Subject B) ('majoring')

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: A minimum of 80 credits in Subject A + a minimum of 40 credits in Subject B

Level 6: A minimum of 80 credits in Subject A* + a minimum of 40 credits in Subject B

**To include Dissertation or Independent Study module*

Joint Honours/ Minor combination - BA Physical Education and Sport and Youth Development (Subject B) with BA/BSc degree in Sport and Exercise Science (Subject A) ('minoring')

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: A minimum of 40 credits in Subject A + a minimum of 80 credits in Subject B

Level 6: A minimum of 40 credits in Subject A* + a minimum of 80 credits in Subject B*

**To include Dissertation or Independent Study module*

25. Work placements or study abroad

Students will be provided the opportunity to complete a work placement with the option to study the module WPL5053 organised by the Centre for Workplace learning at Level 5.

Students also have the option to study abroad for a semester, which may contain placement opportunities with the host institution.

26. Links to industry and employability

As part of the revalidation, we have consulted with both students and external partners regarding aspects of the programme that could be improved in order to enhance the employability of our students. In particular, we have received advice from senior practitioners at both Fulham Football Club and the English Institute of Sport and their input has had a significant impact on the changes made to the course through this revalidation. We have added two new modules to Levels 4 and 5 (SPS4061 and SPS5055) which are designed to develop the professional skills needed by Sport and Exercise Scientists. The first of these (SPS4061) will introduce students to basic field tests and require them to collect and interpret data obtained as would be required in an applied setting. The second of these modules (SPS5055) is intended to develop the 'softer' skills required to work in a professional position, in particular an understanding of their own personality and the development of different communication strategies. Within the lectures of these modules guest speakers will be invited in to explain not only what is needed, but also how. Having the exposure to these guest speakers who will be in a number of different industries (e.g., sport, the military, healthcare) will open their minds to not only what it is like to work directly with sports people, but also those within exercise.

The Careers Service will deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks. This programme has recently been recorded as 94% of students were either in work or study within work within 6 months after graduation. Of those employed, 73% were in a professional destination (2016/17 cohort, DHLE). All students have access to the Careers Service drop-in service or book specified appointments throughout their studies to discuss aspects of careers and employability. This may include, for example, discussion around career options, tailoring and developing CVs and covering letters, interview techniques, work experience, internship and job hunting and finding vacancies. It has been mentioned by both lecturers and the careers service that students are evidently taught graduate skills over the course of their degree programme, but they have trouble recognising these skills. There is often a struggle for the careers service to help the students to identify what their skills are and how these are transferable into the workplace. Module convenors will be expected to explicitly outline which graduate skills the module fulfil and how. For example, when taking part in group work this would help with include time management skills, communication and a level of emotional intelligence. Adding to this, staff (e.g., tutors) will make a conscious effort to direct students to the careers service, as early as semester one of L4. The programme has always had regular contact with the careers service and have them come into lecture (e.g., SPS4063) each year to talk to the L4 students then again at L5 and L6.

27. Programme awards

This programme conforms to the [University Academic Regulations](#).

In order to qualify for the award BA (Hons) / BSc (Hons) students must have successfully achieved 240 credits at Levels 5 and 6, including the 40-credit research project module.

The following programme specific regulations apply:

Students must have followed the BUES route and taken the appropriate modules in order to receive the professional accreditation from British Association of Sport and Exercise Science.

PART 3 – TEACHING, LEARNING & ASSESSMENT

28. Programme teaching and learning strategies

The delivery of the programme is through a combination of lectures, practical workshops and seminars. Lead lectures are typically used to deliver key theoretical content. Seminars and practical workshops are then used to reinforce the learning through small-group discussions and tasks. All students are appointed a personal tutor at Level 4, and the programme follows the Enhanced Personal Academy Tutoring Policy, whereby three individual and additional group tutorials are provided during Semester 1 of Level 4. These tutorials are designed to provide students with a key point of contact early on in their time at University and enable staff to review the students' progress at regular intervals. This system has been particularly effective since its introduction in September 2019, seeing our Level 4 withdrawal rate fall from 12% to 5.3%. Students retain their personal tutor throughout Semester 2 of Level 4 and Level 5; however, the frequency of the meetings are reduced. At level 6, the students' research project supervisor takes on the role of personal tutor due to the frequent contact they have with the students and the often, necessary subject-specific expertise that is required at this time.

29. Programme assessment strategy

For many modules, traditional essays and exams are still part of the assessment method. The ability to write clearly, concisely and articulate ideas onto in writing is a valuable skill which is transferable outside of a university context. For exams, students will have a mixture of both long answer and multiple choice. However, adding to this assessment such as portfolios will be used to help the students to gain feedback on their work overtime. This particular form of assessment will be used for the module (e.g., SPS4061, SPS5055) whereby students will learn testing and assessment methods, as well as provide reflections and feedback about potential real-life scenarios. With technology now playing a large part within society and the job market, it is important that our students develop the skills and understand the importance of it. Therefore, it has become better embedded within the programme design. Teaching Enhanced Learning (TEL) has been found to help individuals learn at their own pace, provide them with more resources, keep individuals engaged, and provide them with transferable skills for life beyond education. The revalidated programme now has modules which have online assessments over the course of the semester. In line with the new academic framework, within certain modules students will have the choice over how they want to present their presentation (e.g., acting out, writing a script, as a workshop). This choice will allow students to be creative over their assessments and learning. Along with these forms for assessments, students will also be involved with workshops, and practical assessments. All assessments will align with the programme and modules outlines to ensure that students are not only developing an understanding of the content, but also getting prepared for life beyond their undergraduate degree (i.e., further study or work). Assessment practices would accommodate for any students with any learning difficulties, and should they have any issues, then both tutor support and student services could help. In some cases, there are assessments which are timed, for these assessments students who are entitled to extra time will have this added.

For assessments which are formative and online, students will receive their feedback immediately. All other assessments will adhere to the university guidelines of returning work back to the students within 3 weeks of hand in. Where possible, all students will receive feedback via Turnitin and have comments attached to their work, as well as their grade. Pedagogically it has been suggested that this form of feedback is better for all students. Having this information online means that students could get their feedback, give them time to digest the information then follow up with tutors if there were any questions.

PART 4 – UNIVERSITY SUPPORT

30. Student support and guidance

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia.

In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support online via [Togetherall](#) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing. Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provide tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online job board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary's. These services are also available to St Mary's alumni.

The faculty has recently employed a Learning Development Lecturer and Foundation Year Pastoral Tutor to support students transitioning into Sport & Exercise Science. The Foundation year students are supported by the Pastoral Tutor and then supervised by the programme director for a transitioning individual project in the second semester of level 3. This is followed by the LDL and Pastoral Tutor monitoring their progress during level 4. In addition, a Personal Tutor is assigned to each student and is responsible for monitoring progress and meeting students on a regular basis to offer pastoral and academic support. The LDL and Pastoral Tutor are both experienced tutors and provide weekly group and one to one sessions for academic support. Additionally, the University English as an Additional Language (EAL) LDL provides support for students who don't have English as a first language, directly impacting international students and those registered on SMULIC. It is worth noting that Sport & Exercise Science is not attractive to international students as the profession is not well recognised globally (we currently have 2 out of 347 students from overseas).

The Library also provides basic skills for resource searching and citations.

31. Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary's University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- System of Moderators for collaborative provision
- Ongoing monitoring through the Programme Review process

- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with programme student representatives.