

BSc SPORT AND EXERCISE SCIENCE WITH FOUNDATION YEAR (Regent College London)

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

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

2-10 Princeton Street, London. WC1R 4BH

153 Great Titchfield Street, London. W1W 5BD

Regent College London, Madison House, 24-28 London Rd, Wembley HA9 7EX

Masons House, 1-3 Valley Drive, Kingsbury. NW9 9NG

Carmine Court, 202 Imperial Drive, Harrow. HA2 7HG

3. Type of collaborative arrangement (if applicable)

Franchise

4. Name and level of final award title(s) including sub-awards

Sport and Exercise Science, BSc (Hons)

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

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

There is no award for Foundation Year

6. Faculty with responsibility for the programme

Faculty of Sport, Applied Health and Performance Sciences

7. Language of delivery and assessment

English

8. UCAS code

9. JACS and HeCos codes

C600

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

None.

11. QAA subject benchmark(s) 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.

12. Normal completion time and maximum duration of study

- Full-time study – 4 years (8 semesters)
- Part-time study – 8 years (16 semesters)

13. Mode of study and normal start month

Full-time or part-time, September, January, April and June

14. Mode of delivery

In-person, Online, On-demand

15. Date approved and name of authorised body

Academic Development Committee, September 2022

Foundation Year revalidation approved by Academic Strategy, Portfolio and Student Experience Committee, June 2024

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

September 2024

January 2025

April 2025

June 2025

17. Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:

<https://www.stmarys.ac.uk/additional-costs>.

PART 2 – CURRICULUM SPECIFIC DETAILS

18. Summary of the programme

Foundation Year

The foundation year (level 3) focuses on 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.

BSc (Hons) Sport and Exercise Science

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.

19. Programme Aims

Foundation Year

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.

BSc (Hons) Sport and Exercise Science

- 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.

20. Criteria for admission

Programme entrance requirements

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

Regent College Entry Requirements

Standard entry requirements:

- 48 UCAS points (or equivalent)
- GCSE Maths grade C/4 and English grade C/4
- IELTS score of 5.0 (no grade below 4.5)

Non-standard applicant requirements:

Access qualifications:

- 45 credits on Access Course
- IELTS score of 5.0 (no grade below 4.5)

Alternative assessment:

For mature students (those over 21 years old), or those requiring an alternative kind of assessment:

- Candidates must take part in an academic interview to demonstrate their non-academic achievements, such as work experience.
- IELTS score of 5.0 (no grade below 4.5)

21. Scheduled learning time

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

Foundation Year (level 3)

Type of learning time	Number of hours	Expressed as %
Contact time	204	17
Placement/work-based learning hours	0	0
Guided learning hours	336	28
Independent study time	660	55
TOTAL	1200	100

Sport and Exercise Science, BSc (Hons) (level 4 to 6)

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.

22. Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

Foundation Year

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

Knowledge and Understanding:

- 1.Outline the fundamental methods used when undertaking research at undergraduate level.

Cognitive (thinking) skills:

2. Show confidence in their ability to understand and formulate basic arguments, and to think critically, creatively and ethically.

Practical skills:

- 3.Communicate clearly, orally, in writing and through digital means.

Key / transferable skills:

4. Exhibit awareness of their own strengths and weaknesses as a learner and feel confident that they have the capacity to carry out independent work.
5. Engage and enquire about topics, contemporary debates and theories.
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.

BSc (Hons) Sport and Exercise Science

On successful completion of the programme (end of level 6) 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 (thinking) 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 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.

Key / transferable 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.

23. Programme structure and module requirements

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Programme structures can be subject to change each academic year following feedback from a variety of sources.

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.

FHEQ Level 3 Modules - students must acquire all 120 credits at HE Level 3

Module code	Module Title	No. of credits	Sem of delivery	Module status
FDY3046	Academic skills	20	1	Core
FDY3047	Introduction to Coaching Process Development	20	1	Core
FDY3048	Anatomy and Physiology	20	1	Core
FDY3049	Introduction to Research Methods & Individual Project	20	2	Core
FDY3050	Introduction to Psychology	20	2	Core
FDY3051	Principles of Health and Wellbeing	20	2	Core

The **BSc Sport and Exercise Science BASES Undergraduate Endorsement Scheme** route students will complete the following modules:

FHEQ Level 4 Modules - students must acquire 120 credits at HE Level 4, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 - students must acquire 120 credits at HE Level 5, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 - students must acquire 120 credits at HE Level 6, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 °	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	2	Option
SCS6042 °	Performance analysis	20	1 & 2	Option
PSE6045 °	Advanced contemporary issues in PE and Sport	20	1	Option

* 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.

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 - students must acquire 120 credits at HE Level 5, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 - students must acquire 120 credits at HE Level 6, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
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 °	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	2	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.

24. Work placements or study abroad

Opportunities to support work experience, professional networking in the sports science industry will be supported throughout the Programme.

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. The Foundation Year does not provide any opportunity for work placements.

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

25. Links to industry and employability

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.

We have a dedicated Workplace coordinator in the School who will support work placement. All students have access to the Workplace coordinator 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. Module tutors 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 will have regular contact with the work experience coordinator and have them come into lecture (e.g., SPS4063) each year to talk to the L4 students then again at L5 and L6.

26. Programme awards and regulations

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

In order to progress from Foundation Year (Level 3) on to the BSc (Hons) Sport and Exercise Nutrition programme, students must have passed 120 credits at Level 3. They may not carry over any failed modules into Level 4.

In order to qualify for the award BA (Hons) / BSc (Hons) students must have successfully achieved 360 credits.

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.

27. Equality, Diversity and Inclusion

Please see the College's Equality and Diversity Policy here: [equality-and-diversity-policy.pdf \(rcl.ac.uk\)](#)

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential. In accordance with QAA guidance and both the University's and College's commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

28. Widening Access and Participation

Please see the College's approved Access and Participation Plan here: [Access and Participation Plan - Regent College London \(rcl.ac.uk\)](https://www.rcl.ac.uk/access-and-participation-plan)

As part of the university's regulatory commitment with the OfS, through our approved [Access and Participation Plan](#), we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

- Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
- Monitoring and addressing any differences in retention rates between different student groups
- Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
- Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

PART 3 – TEACHING, LEARNING & ASSESSMENT

29. Programme learning and teaching strategies

The delivery of the programme is through a combination of classroom, lab based and practical sessions. These take place digitally in person and digitally online using an online platform which is suitable to the module. Key theoretical content is designed and delivered to facilitate the best student experience on the module. Practical opportunities to explore the principles of the module are planned and organised in support of the needs of the student(s).

Each student is assigned to a Regent College student Hub. They will have an Academic Support Officer (ASO), Customer Support Officer (CSO) and a Student Finance Officer (SFO)

30. 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. 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

31. Student support and guidance

Regent runs a dedicated student support model called HubX. Details can be found here:

[Student Support - Regent College London \(rcl.ac.uk\)](http://rcl.ac.uk)

32. 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
- Partnership Subject Leads and Link Tutors for collaborative provision
- Ongoing monitoring through the Programme Monitoring and Review process
- Staff Student Liaison Initiatives
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with student representatives (e.g SMSU, programme reps, subject chairs, Student EDI committee)

Details of Regent College's policies can be found on the RCL website here, along with information on the College's the academic governance structure [here](#).