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**Programme Specification**

**Title of Course: BSc (Hons) Sport Science (Full and Major Field)**

 **BSc (Hons) Sport Science (Coaching)**

 **BSc (Hons) Sport Science with Business**

**Date Specification Produced: August 2016**

**Date Specification Last Revised: March 2023**

**August 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Sport ScienceThe field is available in the following forms:BSc (Hons) Sport Science (Full Field) (BASES Endorsed/CIMSPA Endorsed) BSc (Hons) Sport Science (Coaching) (BASES Endorsed/CIMSPA Endorsed)BSc (Hons) Sport Science with Business |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road, Kingston-upon-Thames, Surrey |
| **Programme Accredited by:** | NA |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

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| This programme in the dynamic discipline area of Sport and Exercise Sciences is renowned for its academic excellence, intellectual rigour and applied focus. These Sport and Exercise Science programmes possess a specifically tailored curriculum focused on providing a unique blend of research and applied practice empowering students with the essential skills required to thrive in a competitive employability market. Sport Science is a dynamic and interdisciplinary study of sport and exercise and is available as a full field course, a major field with Business and as a Sport Coaching pathway. The programmes have been carefully crafted to provide students with a rich and varied learning environment and have been designed to allow students to gain the essential underpinning core theories in sport science disciplines at level 4 preparing them for broader and deeper study at level 5 and to then further develop this knowledge and understanding into applied areas of choice at level 6. Both fields run core modules that are key to studying sport science, these include Research Methodology, Exercise and Health Physiology, Biomechanics, Sport Psychology, Coaching Practice, Notational Analysis and Exercise in Extreme Environments. Students will follow core pathways in levels 4 with options being made available at level 5 for the coaching pathway and at level 6 in all pathways to reflect a student’s specific interests and specialisms on the degree that they are studying. In the final year, as a core element, students will conduct an original piece of independent research in a topic of their choice related to sport and exercise science. Graduates of all programmes not only possess the underpinning knowledge of sport sciences across a broad range of topics; they are also equipped to apply this knowledge into areas of their specialism at higher levels of education or in employment. Graduates will also have attained the key and transferable skills such as communication, independence, time and task management, qualitative and quantitative research skills, and computer literacy that are considered essential by prospective employers. Students who complete either field are well prepared for a wide range of employability options post-graduation and/or able to undertake postgraduate programmes in sport and exercise related topics either through taught or research degrees.  |   |

1. **Aims of the Programme**

The aims of the BSc (Hons) Sport Science full field, major fields and coaching are to:

* provide a curriculum in Sport Science; Sport Science (Coaching) supported by scholarship, staff development and a research culture to students from a wide variety of academic and social backgrounds;
* offer a variety of learning opportunities through flexible modes of study;
* provide graduates with knowledge of good and safe working practices related to sport sciences;
* develop within students an ability to critically evaluate information and solve problems in the interrelated subjects of sport sciences and focused on their discipline of choice;
* equip graduates with a range of generic intellectual skills and key skills relevant to their personal development and future employment;
* produce graduates equipped with the subject specific knowledge and the key and transferable skills that enable them to play leading roles in a range of sport related industries and/or to undertake further studies.

Additionally, the aims for those on the sandwich programmes are to:

* provide graduates with a practical knowledge of the application of the academic disciplines related to a sport science or business environment or sport coaching environment;
* provide a broader knowledge of the career opportunities in subject areas related to sport and coaching sciences.
1. **Intended Learning Outcomes**

The programme outcomes for the Sport Science (Full & Major Field) and the Sport Science (Coaching) field are referenced to the QAA subject benchmarks for Hospitality, Leisure, Sport and Tourism and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes for those studying Sport Science Full and Major Field** |
|  | **Knowledge and Understanding****On completion of the sport science fields students will be able to:** |  | **Intellectual skills – able to:****On completion of the sport science fields students will be able to:** |  | **Subject Practical skills** **On completion of the sport science fields students will be able to:** |
| A1 | demonstrate knowledge and understanding of human responses to sport and exercise together with an in-depth knowledge of selected aspects of the subject.  | B1 | critically analyse and appraise both primary and secondary sources.  | C1 | demonstrate competence in a range of practical and analytical techniques used in sport science. |
| A2 | apply subject knowledge and understanding to performance monitoring and enhancement in sport science. | B2 | solve complex problems.  | C2 | understand, and be able to comply with, safety in the laboratory. |
| A3 | demonstrate competence in a range of practical and analytical techniques used in sport science to monitor health and performance, and understand and comply with good and safe working practices. | B3 | plan, conduct and report on individual or group research. | C3 | demonstrate skills in the evaluation and interpretation of laboratory and field data. |
| A4 | learn independently and undertake the critical evaluation and interpretation of experimental data. | B4 | assemble data from a variety of sources and discern and establish connections. | C4 | plan and design experimental projects or field research relevant to sport science. |
| A5 | use generic intellectual and key skills in lifelong learning, professional development, and future employment. | B5 | demonstrate the ability to be independent, autonomous learners. | C5 | plan, conduct and report on an individual research project in a Sport Science. |

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|  | **Programme Learning Outcomes for those studying the Sport Science (Coaching)** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | demonstrate knowledge and understanding of sport coaching together with an in-depth knowledge of selected aspects of the subject | B1 | critically analyse and appraise both primary and secondary sources | C1 | demonstrate competence in a range of practical and analytical techniques used in sport analysis and coaching |
| A2 | apply subject knowledge and understanding to performance monitoring and enhancement in sport coaching | B2 | solve complex problems | C2 | understand, and be able to comply with, safety in the laboratory |
| A3 | demonstrate competence in a range of practical and analytical techniques used in sport analysis and coaching to monitor performance, and understand and comply with good and safe working practices | B3 | plan, conduct and report on an individual/group research | C3 | demonstrate skills in the evaluation and interpretation of laboratory and field data |
| A4 | learn independently and undertake the critical evaluation and interpretation of experimental data | B4 | assemble data from a variety of sources and discern and establish connections | C4 | plan and design experimental projects or field research relevant to sport analysis and coaching |
| A5 | use generic intellectual and key skills in lifelong learning, professional development, and future employment | B5 | demonstrate the ability to be independent, autonomous learners | C5 | plan, conduct and report on an individual research project in a discipline in line with sport coaching or performance analysis |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A level: 96-120 points inclusive of either Biology/PE/Psychology.

BTEC: 96-120 points from Sport and Exercise Science or 96-120 points from all other Sport related programmes.

Access Diploma: 60 credits comprising at least 45 credits at level 3 and the remainder at level 2.

Science Foundation Year: Pass

Plus: GCSE (A\*–C): minimum of five subjects including English Language, Mathematics and Science.

Direct entry to L6 via FdSc Completion of an FdSc in Sport with an average of 50% (Merit) and completion of a suitable bridging course

A minimum IELTS score of 6 (with a minimum of 5.5 in any one element) or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

The programme is offered in full-time/part-time/sandwich mode, which leads to the award of BSc (Hons) Sport Science or BSc (Hons) Sport Science (Coaching). Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from similar programmes is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Transfer to level 6 Sport Science (Coaching) as a top up is available for those who have successfully completed the FdSc Sport Coaching, usually with a Merit profile and attended a bridging course post-graduation during the summer. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Not Applicable.

**E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements with the support of the placement tutor and employability coordinator. The purpose of the placement is to allow students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students who are registered on the degree in the sandwich mode are required to undertake a period of at least 36 weeks of supervised work experience. This is assessed, and successful completion is required for the award, but the placement is not graded. Under exceptional circumstances, if it is not possible to find a suitable placement, it may be necessary to transfer a student’s registration to the non-sandwich degree.

For those studying the Sport Science (Coaching) pathway, as part of level six assessments, in Coaching Practice, students are required to gain a placement domestically to show a sound development of practical competencies to coach a range of athletes. There are links with numerous suitable sport clubs and agencies and these placements are transient and available on an annual basis.

**E3. Outline Programme Structure**

At level 4 the focus is on the acquisition of underpinning knowledge across the broad spectrum of sport science and to develop their key and transferable skills. Study at level 4 will:

* provide students with a firm educational underpinning in sport science in preparation for the range of modules at higher levels;
* introduce and commence a formal process of instruction in the study of human anatomy and physiology with particular reference to human structure and function;
* introduce students to sport and exercise psychology;
* develop students’ awareness of the theories and practice related to effective coaching (full field only);
* develop students’ knowledge of research methods and research skills relevant to sport science;
* develop students’ key and transferable skills in relation to academic and employment readiness.

At level 5 the focus is on further developing knowledge across the broad spectrum of sport science, sport science with business or sport science (coaching) topics using inquiry based teaching and learning strategies. Study at level 5 will:

* consolidate and extend the material covered in level 4;
* develop students’ knowledge of evaluating and monitoring human responses to exercise and to evaluate fitness and health through exercise and to prescribe interventions;
* develop students’ knowledge of evaluating and monitoring sport performance in the laboratory and field settings and prescribing action to the learning and performance of the component elements of sport;
* develop an appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups;
* develop students’ knowledge of research methods and research skills relevant to Sport Science and to formulate a research topic for their project;
* extend students’ key and transferable skills in relation to academic and employer readiness;
* develop a student’s understanding of coaching in the UK and globally through both academic and applied research.

At level 6 the focus will be on specialising on specific disciplines within sport science. Building on the knowledge base of their selected disciplines students will be actively engaged in the pursuit of their own new questions, problems, scenarios or lines of inquiry. Depending on choice of discipline, study at level 6 will:

* extend and critically evaluate material covered in level 4 and 5 on their chosen disciplines and to appreciate the integration of key disciplines to enhancing performance;
* extend their analytical skills developed through research methods instruction, and to combine this with their developed awareness of sport, into their chosen disciplines;
* critically evaluate knowledge of a specific sport science topic through an independent research project;
* further develop their ability to reflect upon and develop qualities and transferable skills necessary for employment or lifelong learning.

Sport Science (Full Field) (BASES Endorsed/CIMSPA Endorsed)

The programme structure is designed to meet the QAA subject benchmarks for Sport Programmes under the Hospitality, Leisure, Sport and Tourism (2008). There are three levels of study and each level is made up of four modules worth 30 credits. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation/endorsement by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) |

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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sport and Exercise Psychology | LS4008 | 30 | 4 | 1&2 |
| Functional Anatomy and Exercise Physiology | LS4009 | 30 | 4 | 1&2 |
| Science and Practice of Coaching | LS4010 | 30 | 4 | 1&2 |
| Essentials for Sport, Exercise and Nutrition Science | LS4011 | 30 | 4 | 1&2 |

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| Progression to level 5 requires completion of all level 4 modules.*This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (all core) |

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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Research Methods inExercise Science | LS5012 | 30 | 5 | 1&2 |
| Sport and Exercise Psychology II | LS5013 | 30 | 5 | 1&2 |
| Health and Exercise Physiology | LS5014 | 30 | 5 | 1&2 |
| Analysis in Sport and Exercise | LS5015 | 30 | 5 | 1&2 |

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| Progression to level 6 requires completion of the four core level 5 modules.*This course permits progression from level 5 to level 6 with 90 credits at level 5 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. |

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| **Sandwich Placement** for students on sandwich course |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sandwich Year Placement | LS5000 | 120 | Sandwich year | Minimum of 36 weeks throughout the year |

LS5000 is a core module for students who choose the sandwich year placement.

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| **Level 6** (60 credits core) |

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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sport and Exercise Science Project | LS6023 | 30 | 6 | 1&2 |
| Option modules |  |  |  |  |
| Applied Sport Psychology | LS6019 | 30 | 6 | 1&2 |
| Biomechanics of Sport Performance and Injury | LS6020 | 30 | 6 | 1&2 |
| Extreme Environments and Ergogenic Aids | LS6018 | 30 | 6 | 1&2 |
| Performance Analysis in Sport | LS6029 | 30 | 6 | 1&2 |

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| Level 6 requires the completion of the one compulsory Level 6 module and three optional level 6 modules. |

Sport Science with Business

Each level is made up of four modules each worth 30 credit points. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) |

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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sport and Exercise Psychology | LS4008 | 30 | 4 | 1&2 |
| Functional Anatomy and Exercise Physiology | LS4009 | 30 | 4 | 1&2 |
| Essentials for Sport, Exercise and Nutrition Science | LS4011 | 30 | 4 | 1&2 |
| Business Management | BU4001 | 30 | 4 | 1&2 |

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| Progression to level 5 requires successful completion of the three core Sport Science level 4 modules and one chosen from the minor field. *This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (60 credits core) |

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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Research Methods inExercise Science | LS5012 | 30 | 5 | 1&2 |
| Managing Resources | BU5001 | 30 | 5 | 1&2 |
| Optional Modules |
| Sport and Exercise Psychology II | LS5013 | 30 | 5 | 1&2 |
| Health and Exercise Physiology | LS5014 | 30 | 5 | 1&2 |
| Analysis in Sport and Exercise | LS5015 | 30 | 5 | 1&2 |

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| Progression to level 6 requires successful completion of the core Sport Science level 5 module and two level 5 optional modules from Sport Science and one chosen from the minor field. *This course permits progression from level 5 to level 6 with 90 credits at level 5 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. |

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| **Level 6** (60 credits core) |
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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sport and Exercise Science Project | LS6023 | 30 | 6 | 1&2 |
| Management, Strategy & Organisations | BU6001 | 30 | 6 | 1&2 |
| Option modules |  |  |  |  |
| Applied Sport Psychology | LS6019 | 30 | 6 | 1&2 |
| Biomechanics of Sport Performance and Injury | LS6020 | 30 | 6 | 1&2 |
| Extreme Environments and Ergogenic Aids | LS6018 | 30 | 6 | 1&2 |
| Performance Analysis in Sport | LS6029 | 30 | 6 | 1&2 |

Level 6 requires the completion of one compulsory Sport Science level 6 module and two optional Sport Science modules and one chosen from the minor field. Sport Science (Coaching) (BASES Endorsed/CIMSPA Endorsed)Each level is made up of four modules each worth 30 credit points. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) |
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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sport and Exercise Psychology | LS4008 | 30 | 4 | 1&2 |
| Functional Anatomy and Exercise Physiology | LS4009 | 30 | 4 | 1&2 |
| Science and Practice of Coaching | LS4010 | 30 | 4 | 1&2 |
| Essentials for Sport, Exercise and Nutrition Science | LS4011 | 30 | 4 | 1&2 |

Progression to level 5 requires completion of all level 4 modules.*This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (90 credits = core) |
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| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Research Methods inExercise Science | LS5012 | 30 | 5 | 1&2 |
| Leadership and Reflective Practice in Sport and Exercise Settings | LS5018 | 30 | 5 | 1&2 |
| Analysis in Sport and Exercise | LS5015 | 30 | 5 | 1&2 |
| Optional Modules |
| Sport and Exercise Psychology II | LS5013 | 30 | 5 | 1&2 |
| Health and Exercise Physiology | LS5014 | 30 | 5 | 1&2 |

Progression to level 6 requires completion of the three-core level 5 modules and one level 5 optional module.*This course permits progression from level 5 to level 6 with 90 credits at level 5 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award*Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. |
| **Sandwich Placement** for students on sandwich course |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Sandwich Year Placement | LS5000 | 120 | Sandwich year | Minimum of 36 weeks throughout the year |

LS5000 is a core module for students who choose the sandwich year placement.

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| **Level 6** (90 credits = core) |
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| Core modules | Module code | Credit Value | Level  | Teaching Block |
| Coaching Practice | LS6022 | 30 | 6 | 1&2 |
| Sport and Exercise Science Project | LS6023 | 30 | 6 | 1&2 |
| Performance Analysis in Sport | LS6029 | 30 | 6 | 1&2 |
| Option modules |
| Applied Sport Psychology | LS6019 | 30 | 6 | 1&2 |
| Biomechanics of Sport Performance and Injury | LS6020 | 30 | 6 | 1&2 |
| Extreme Environments and Ergogenic Aids | LS6018 | 30 | 6 | 1&2 |

Level 6 requires the completion of the three compulsory modules and one optional module. |

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1. **Principles of Teaching Learning and Assessment**

This programme has been designed to take account of the Kingston University Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the course. Teaching and learning will focus on developing academic skills and utilising research informed teaching strategies carefully crafted to suit the content and the learning outcomes of each module. The content of all modules has been designed to recognise the expected variation in student knowledge base, key and transferable skill competencies and to develop them further through formative assessment, practice opportunities and feed forward activities.

There are three levels of study for successful completion of the BSc (Hons) in Sport Science full field, and Coaching pathway. The balance between lectures to tutorial/seminar/practical time across levels is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real-world scenarios. This is achieved through the use of case studies; research data, the students’ own experience and student led inquiry based learning or experiential approaches in smaller group sessions.The teaching and learning approach at level 4 will typically comprise formal lectures to ensure that students have the key knowledge relating to the module and a sound base within their subject. Supporting tutorials, seminar or practical sessions will be used to encourage exploration of the knowledge base by tutor led discussion and application of theories. At level 5 the approach will typically comprise staff led activities in the early parts of modules to ensure that students have the opportunity to build on the key knowledge from level 4 and pursue new scenarios and lines of inquiry. In the latter stages of level 5 the focus will be to progress onto more student led approaches to inquiry based learning through analysis, exploration and acquisition of theories and ideas through research. At level 6 the teaching and learning approach will further promote student led methodologies encouraging them to pursue their own lines of inquiry raised by previously learned experiences which will be encapsulated by the formulation and authoring of new knowledge through an independent research project. The topic of the project will be negotiated with an assigned Project Tutor who has a holistic overview of the students Kingston University experience and a specialised knowledge in the area of the project. This capstone project allows students to develop and hone their research skills on a specific topic and provide them with the foundations for further study if they wish to pursue it.

A range of formative and summative assessment methods will be used that enable students to demonstrate the acquisition of knowledge and development of key and transferable skills. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward advice on their performance in preparation for the summative assessment. Methods include a personal development portfolio (PDP) as a summative coursework at level 4 which can be developed as they progress on the course, coursework, oral presentations, Multiple Choice Questionnaires (MCQs), practical examinations, laboratory reports and poster presentations. At every level, care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best. While the curriculum has been designed to provide a range of assessments and allow a degree of flexibility, assessments at level 6 are focused primarily on the application of theories and techniques developed in levels 4 & 5. A course matrix of assessment methods has been mapped to the modules, this has been completed not only to ensure that a range of appropriate assessment procedures are utilised, but to also ensure that a Sport and Exercise Science graduate has extended their key and transferable skills necessary for employment and lifelong learning. Therefore, the formative and summative assessment methods for each module will enable students to achieve and demonstrate the programme learning outcomes.

1. **Support for Students and their Learning**

The widening of access to programmes for students of increasingly varied educational backgrounds has focused tutors to consider innovation in the learning, teaching and support of students. Applicants with disabilities and learning needs will be identified and counselled as to the reasonable adjustments that can be made to learning and teaching to ensure that they achieve the programme learning outcomes. The Sport and Exercise Science team has considerable experience of tutoring students with differing needs. The purpose of the personal tutor scheme (PTS) is to help build rapport between staff and students and contribute to personalising students’ experience at Kingston. Students are supported throughout their studies by their allocated personal tutor, who will help them to draw together the themes of the curriculum. The personal tutor will also be a means of support for the student throughout their studies for any issues arising that are unrelated to the curriculum and to provide appropriate academic advice and guidance to students throughout their studies by monitoring their progress and helping to identify individual needs. At level 4 the emphasis will be to aid the transition from their school/college environments to gain the confidence to operate successfully in a university context and to generate a sense of belonging to Kingston University. The module LS4007 which focuses on developing students’ research skills and enhancing their personal and academic success will require regular meetings with a personal tutor, and in which the Personal Development Portfolio (PDP) will be incorporated through the development of the key and transferable skills needed for higher education and for the enhancement of employability. At levels 5 and 6 the main aim for the personal tutor and student is to develop the students’ ability to be self-reliant and self-reflective, to use feedback to best advantage and to encourage students to be proactive in moving towards professional life and/or further study. All of these attributes will be supported through the content and assessment of the research methods module (LS5012) and Project module (LS6023). The support offered through the PTS and the content of specific modules at each level thereforeallow students to monitor both progress and understanding by continually reflecting on their investment and contribution to the modules, the course and their personal and academic learning.

In summary, students are supported by:

* A Personal Tutor to provide academic and personal support
* A Module Leader for each module
* A Course Director to help students understand the programme structure
* Technical support to advise on laboratory practices
* Technical support to advise students on IT and the use of software
* A school administrative team and student support officer
* An induction week at the beginning of their studies
* Student Voice Committee
* Canvas – a versatile on-line interactive intranet learning environment
* A substantial Study Skills Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* Union of Kingston Students
* Careers and Employability Service
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Student Voice Committees
* External examiners
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
1. **Employability Statement**

At its heart the key aim of the programme is to provide the knowledge and understanding of Sport and Exercise Science, which enhances employability within the sport, exercise, health, and nutrition industry and postgraduate research opportunities. All students are provided opportunity to gain vocational experience throughout the degree by applying for the available internships and are actively encouraged at their own expense to gain additional continual professional development courses such as sport massage, personal trainer qualifications, and coaching qualifications in a range of sport. During the programme students will have gained a proficient knowledge of high-level laboratory equipment and data analysis softwares that will enhance employment and lifelong learning opportunities in this area. There is further opportunity to undertake live employer projects within sectors of the industry in both modules and research internships.

The Sport and Exercise Science curriculum has been specifically tailored to punctuate the course with co-curricular careers and employability events and also embed the development of employability skills outlined in section C (intended learning outcomes) of this document across levels. Students’ generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus and offered by the University’s Careers and Employability Service. From the first year, students are encouraged to reflect on and identify what they have learned, whether academically or in terms of transferable skills, and how these may be relevant to employment. They are also encouraged to explore the job market and possible career paths, and to consider attributes that employers look for in graduates above and beyond essential academic skills. These include but are not limited to the following; initiative, the ability to work in teams, manage time and to prioritise workload, the desire to learn and the motivation to improve performance, and appropriate communication and presentation skills in all their forms. In this context, students are also encouraged to take advantage of opportunities within and outside of the University to develop such skills through volunteering, work placements and study abroad. At level 4 the student cohort will generate their own Personal Development Portfolio (PDP) as part of a summative assessment in LS4011 which will allow them from the very beginning to focus on their key and transferable skills needed for employment and lifelong learning. Module LS4011 will be a means of bringing these skills learned across modules at level 4 together to encourage reflection on the importance of their skill set as well as their mindset (attitude, aptitude, commitment, adaptability, accountability and flexibility) to their success on the course and moving onto employment. These skills will be further embedded across all modules at levels 5 and 6 with specific emphasis in modules LS5012 and LS6023 and the student cohort will be encouraged to continue to build on the key skill attributes, in particular, the importance of creative thinking and problem-solving, networking, negotiating, inquisitiveness and giving and receiving feedback. Students are also encouraged to develop clearer ideas about career options, and are offered assistance and guidance in the preparation of Curriculum Vitae and for job applications and interviews.

In their second year of study students have the opportunity to study Sport and Exercise Science abroad via the Study Abroad programme that includes Universities in America, Australia and Europe. Living and learning abroad provides an excellent and unique opportunity for students to broaden their experience and develop valuable transferable skills. Most importantly, they will gain a global perspective of Sport and Exercise Science, which is highly valued by employers in today’s increasingly international job market. Spending a period abroad allows students to enhance their employability, gain a deeper understanding of their academic subject and allows them begin to build a larger network of opportunity. Indeed, many of our previous study abroad students have gone onto study postgraduate degrees abroad. As stated in section E2 students also have the opportunity to take one year out between level 5 & 6 from study as part of the sandwich option and pursue a work placement.

In the final year of study, students will develop an understanding of leadership skills as well as an appreciation of commercial and business awareness, among other essential employment skills. Also at level 6 the student cohort will generate their own independent research project that encompasses a large proportion of the key skills matrix and is an excellent tool for them to reflect on their learning as part of this summative assessment. Indeed, the importance and success of the Project is evident when reflecting on a long tradition of sport and exercise science students presenting their undergraduate research to international conferences which is the ultimate accolade of their achievement.

From application to graduation and beyond, the Sport and Exercise teaching team have carefully designed interactive web based networking sites to encourage communication of their student experience, knowledge being gained, practical skills and employment opportunities. The Sport and Exercise Sciences (SES) websites such as Facebook, Twitter and LinkedIn have already been very successful and student engagement with teaching and learning has become particularly evident as a consequence. Facebook and Twitter are particularly effective in communicating to pre-induction students as a means of keeping them updated and engaged with KU Sport and Exercise Sciences from inception. The team also use the Facebook and Twitter pages to keep current students networked with information on Undergraduate/Postgraduate research opportunities and consultancy, staff news, employment opportunities including voluntary work related to the industry. Moreover, the LinkedIn pages further develop industry and vocational focus and act as a networking share point on student and graduate employability options and opportunities allowing our graduates to keep us abreast of their own career developments.

1. **Approved Variants from the UMS/PCF**

There are no variations to the UMS

1. **Other sources of information that you may wish to consult**

**British Association of Sport and Exercise Sciences (BASES)**

[**http://www.bases.org.uk/Home**](http://www.bases.org.uk/Home)

**BASES Undergraduate Endorsement Scheme**

[**http://www.bases.org.uk/Undergraduate-Endorsement-Scheme-BUES**](http://www.bases.org.uk/Undergraduate-Endorsement-Scheme-BUES)

**Kingston Sport and Exercice Science (SES) Facebook:**

[**http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/**](http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/)

**CIMSPA website**

[**https://www.cimspa.co.uk**](https://www.cimspa.co.uk)

**Kingston SES Twitter**

[**http://twitter.com/kusportexsci**](http://twitter.com/kusportexsci)

**Kingston SES LinkedIn:**

[**http://www.linkedin.com/groups?gid=4177219**](http://www.linkedin.com/groups?gid=4177219)

**QAA Subject Benchmark for Hospitality, Sport and Leisure.**

[**http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.aspx**](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.aspx)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for the full field and major fields. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | **Level 5** | **Level 6** |
|  | **Module Code** |  | LS4007 | LS4008 | LS4009 | LS4010 | LS5012 | LS5015 | LS5016 | LS5013 | LS5014 | LS6021 | LS6022 | LS6023 | LS6018 | LS6019 | LS6020 |
| Programme Learning Outcomes | **Knowledge & Understanding** | A1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A5 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Intellectual Skills** | B1 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| B2 | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B3 | S/F |  |  |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B5 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Practical Skills** | C1 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C2 | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| C3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C4 | S/F |  | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| C5 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C6 | F |  |  |  | F |  | S/F |  |  |  | S/F | S/F |  |  |  |
| **Self Awareness Skills** | AK1 | S/F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK2 | S/F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK3 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK4 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| **Key and Transferable Skills** | **Communication Skills** | BK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| BK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| BK3 | F | F | F | F | F | F | F | F | F | F | F |  | F | F | F |
| **Interpersonal Skills** | CK1 | S/F | S/F | F | S/F | F | S/F | S/F | S/F | F | S/F | S/F |  | S/F | S/F | F |
| CK2 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| CK3 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| CK4 | F | F | F | F | F | F | F | F | F | F | F |  | F | F | F |
| CK5 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| **Research and Information Literacy Skills** | DK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK5 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Numeracy Skills** | EK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Management & Leadership Skills** | FK1 | S/F | F | F | F | S/F | F | F | F | F | F | F | S/F | F | F | F |
| FK2 | S/F |  |  |  | S/F |  |  |  |  |  | S/F | S/F |  |  |  |
| FK3 | S/F |  |  |  | S/F |  |  |  |  |  | S/F | S/F |  |  |  |
| FK4 | S/F | F |  |  |  |  | F | F |  | F | F |  | F | F |  |
| **Creativity and Problem-Solving Skills** | GK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| GK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Technical Annex**

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| --- | --- |
| **Final Award(s):** | BSc (Hons) Sport ScienceBSc (Hons) Sport Science (Coaching) |
| **Intermediate Award(s):** | *Completion of level four only – Certificate of Higher Education**Completion of Level four and five only –Diploma of Higher Education**Completion of level four, five and six without the submission of a final year project – Ordinary degree*  |
| **Minimum period of registration:** | *3 years* |
| **Maximum period of registration:** | *9 years* |
| **FHEQ Level for the Final Award:** | *Honours* |
| **QAA Subject Benchmark:** | Hospitality, Leisure, Sport and Tourism  |
| **Modes of Delivery:** | *Full-time/Part-time with sandwich* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care and Education* |
| **School:** | *Life Sciences, Pharmacy and Chemistry* |
| **JACS code:** | *C600*  |
| **UCAS Codes:** | C600 Sport ScienceC601 Sport Science sandwichCX6C – Sport Science (Coaching) |
| **Course Code:** | *SSC/SSCWBUS/SAC* |
| **Route Code:** | *NFSSC/NWSSC/NJSSCWBUS/ NFSAC/NWSAC* |
|  |  |