Template C4

Programme Specification

Title of Course: *BSc (Hons) Sport and Exercise Science*

Date first produced	31/07/2016
Date last revised	05/02/2024
Date of implementation of current version	02/09/2024
Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Life Sciences, Pharmacy and Chemistry
Department	Department of Applied & Human Sciences
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	BSc (Hons) Sport and Exercise Science
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	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
Course Code ***For each pathway and mode of delivery***	UFSSC1SSC04
UCAS code ***For each pathway***	C600

Award(s) and Title(s): ***Up to 10 pathways***	BSc (Hons) Sport and Exercise Science (Coaching)
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	
Course Code ***For each pathway and mode of delivery***	UFSAC1SAC03
UCAS code ***For each pathway***	CX6C

Award(s) and Title(s): ***Up to 10 pathways***	BSc (Hons) Sport Science with Business
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	
Course Code ***For each pathway and mode of delivery***	UFSSC3BUS02
UCAS code ***For each pathway***	

Award(s) and Title(s): ***Up to 10 pathways***	BSc (Hons) Sport and Exercise Science (Nutrition)

Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	
Course Code ***For each pathway and mode of delivery***	
UCAS code ***For each pathway***	

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road, Kingston-upon-Thames, Surrey
Language of Delivery:	English
Modes of Delivery:	Full-time With Professional Placement
Available as:	
Minimum period of registration:	Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Full-time - 9 With Professional Placement - 12
Entry Requirements:	From A levels: 112 UCAS points inclusive of either Biology/PE/Psychology/ Chemistry/ Nutrition/Food Science BTEC National: 112 UCAS points from Extended Diploma Sport and Exercise Science, 124 UCAS points from all other sport-related BTEC programmes. Access Diploma in science-based subject. Plus: *GCSEs in Maths, English and Science at a grade 4 or above* A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.

Programme Accredited by:	*Sport and Exercise Science BSc (Hons) endorsed by BASES and CIMSPA* *Sport and Exercise Science (Coaching) BSc (Hons) endorsed by BASES and CIMSPA* *Sport and Exercise Science (Nutrition) BSc (Hons) accredited by* Association for Nutrition (AfN)
QAA Subject Benchmark Statements:	Events, Hospitality, Leisure, Sport and Tourism (2019) found here Biomedical Sciences found here
Approved Variants:	*30-credit core at L6 of study for Sport and Exercise Science ONLY*
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the Sport and Exercise Science BSc are to:

- provide a curriculum in Sport and Exercise Science 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 and Exercise Science;
- develop within students an ability to critically evaluate information and solve problems in the interrelated subjects of Sport and Exercise Science 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 key and transferable skills that enable them to play leading roles in a range of sport, exercise and health related industries and/or to undertake further studies.

Additionally, the aims for those on the Professional Placement programmes are to:

- provide graduates with a practical knowledge of the application of the academic disciplines related to a sport exercise, nutrition and/or health business environment;
- provide a broader knowledge of the career opportunities in subject areas related to Sport and Exercise Science.

B. Intended Learning Outcomes

he course outcomes are referenced to the relevant QAA subject benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2019) (found here) and Biomedical Sciences (found here) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:
The Key Skills fall within the seven categories defined within the University's Key Skills Framework for undergraduate and postgraduate courses. Courses will normally be expected to incorporate all categories of skills within the programme specification, together with evidence relating to where they are facilitated and how they are to be assessed. Skills should be progressed as appropriate for the discipline and level of the student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
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.
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.
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.	B1	critically analyse and appraise both primary and secondary sources.	C3	demonstrate skills in the evaluation and interpretation of laboratory and field data.
A1	demonstrate knowledge and understanding of human responses to sport and exercise together with an in-depth knowledge of selected aspects of the subject.	B2	solve complex problems.	C2	understand, and be able to comply with, safety in the laboratory.
A2	apply subject knowledge and understanding to performance monitoring and enhancement in sport science.	B3	plan, conduct and report on individual or group research.	C1	demonstrate competence in a range of practical and analytical techniques used in sport science.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides.
Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.
Optionality is a key aspect of the Sport and Exercise Science programme allowing students to direct their studies in line with the development of future skills and career aspirations. The programme aims are met regardless of pathway or option modules taken. The core aims of the programme span across disciplines in sport, exercise, nutrition, and health sciences ensuring all students gain the subject and key skills needed for successful further study and/or employment.

BSc (Hons) Sport and Exercise Science

Level 3							
BSc (Hons) Sport and Exercise Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Biological & Chemical Sciences	FX3003	60	3	1 and 2		1	
Foundation Project-Based Learning	FX3002	30	3	1 and 2		1	
Professional Success	FX3001	30	3	1 and 2		1	
Optional Modules							

Level 4
BSc (Hons) Sport and Exercise Science

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Essentials for Sport, Exercise and Nutrition Science	LS4011	30	4	1 and 2			1
Functional Anatomy & Exercise Physiology	LS4009	30	4	1&2			
Sport and Exercise Psychology	LS4008	30	4	1&2			
The Science and Practice of Coaching	LS4010	30	4	1&2			
Optional Modules							

Progression to Level 5

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.

Level 5							
BSc (Hons) Sport and Exercise Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Analysis in Sport and Exercise	LS5015	30	5	1&2	LS4009		
Health & Exercise Physiology	LS5014	30	5	1&2	LS4009		
Research Methods in Sport, Exercise, and Nutrition Sciences	LS5020	30	5	1&2		1	
Sport and Exercise Psychology II	LS5013	30	5	1&2	LS4008		
Optional Modules							

Progression to Level 6

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.

Level 6							
BSc (Hons) Sport and Exercise Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Sport and Exercise Physiology	LS6024	30	6	1 and 2		3	
Performance Analysis in Sport	LS6029	30	6	1 and 2			3
Sport and Exercise Science Project	LS6023	30	6	1&2	Level 5		
Sport Nutrition	LS6031	30	6	1 and 2		3	
Optional Modules							
Applied Sport Psychology	LS6019	30	6	1&2	LS5013		
Biomechanics of Sport Performance and Injury	LS6020	30	6	1&2	LS5015		

Level 6 requires the completion of

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

BSc (Hons) Sport and Exercise Science (Coaching)

Level 4							
BSc (Hons) Sport and Exercise Science (Coaching)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Essentials for Sport, Exercise and Nutrition Science	LS4011	30	4	1 and 2			1
Functional Anatomy & Exercise Physiology	LS4009	30	4	1 and 2		0	0
Sport and Exercise Psychology	LS4008	30	4	1 and 2		0	0
The Science and Practice of Coaching	LS4010	30	4	1 and 2		0	0
Optional Modules							

Progression to Level 5

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.

Level 5							
BSc (Hons) Sport and Exercise Science (Coaching)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Analysis in Sport and Exercise	LS5015	30	5	1 and 2		0	0
Leadership and Reflective Practice in Sport and Exercise Settings	LS5018	30	5	1 and 2		2	
Research Methods in Sport, Exercise, and Nutrition Sciences	LS5020	30	5	1 and 2		2	
Optional Modules							
Health & Exercise Physiology	LS5014	30	5	1 and 2		0	0
Sport and Exercise Psychology II	LS5013	30	5	1 and 2		0	0

Progression to Level 6

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.

Level 6							
BSc (Hons) Sport and Exercise Science (Coaching)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Sport and Exercise Physiology	LS6024	30	6	1 and 2		3	
Coaching Practice	LS6022	30	6	1 and 2		0	0
Performance Analysis in Sport	LS6029	30	6	1 and 2		3	
Sport and Exercise Science Project	LS6023	30	6	1 and 2		0	0

Optional Modules							
Applied Sport Psychology	LS6019	30	6	1 and 2		0	0
Biomechanics of Sport Performance and Injury	LS6020	30	6	1 and 2		0	0
Extreme Environments and Ergogenic Aids	LS6018	30	6	1 and 2		0	0

Level 6 requires the completion of

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

BSc (Hons) Sport Science with Business

Level 4							
BSc (Hons) Sport Science with Business							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
BUSINESS MANAGEMENT	BU4001	30	4	1 and 2		0	0
Essentials for Sport, Exercise and Nutrition Science	LS4011	30	4	1 and 2			1
Functional Anatomy & Exercise Physiology	LS4009	30	4	1 and 2		0	0
Sport and Exercise Psychology	LS4008	30	4	1 and 2		0	0
Optional Modules							

Progression to Level 5

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.

Level 5							
BSc (Hons) Sport Science with Business							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

MANAGING RESOURCES	BU5001	30	5	1 and 2	BU4001	0	0
Research Methods in Exercise Science	LS5012	30	5	1 and 2	LS4007	0	0
Optional Modules							
Analysis in Sport and Exercise	LS5015	30	5	1 and 2	LS4009	0	0
Health & Exercise Physiology	LS5014	30	5	1 and 2	LS4009	0	0
Sport and Exercise Psychology II	LS5013	30	5	1 and 2	LS4008	0	0

Progression to Level 6

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.

Level 6							
BSc (Hons) Sport Science with Business							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Management, Strategy & Organisations	BU6001	30	6	1 and 2	BU5001	0	0
Performance Analysis in Sport	LS6029	30	6	1 and 2			3
Sport and Exercise Science Project	LS6023	30	6	1 and 2		0	0
Optional Modules							
Applied Sport Psychology	LS6019	30	6	1 and 2		0	0
Biomechanics of Sport Performance and Injury	LS6020	30	6	1 and 2		0	0
Extreme Environments and Ergogenic Aids	LS6018	30	6	1 and 2	LS5014	0	0

Level 6 requires the completion of

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.

BSc (Hons) Sport and Exercise Science (Nutrition)

Level 4							
BSc (Hons) Sport and Exercise Science (Nutrition)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Essentials for Sport, Exercise and Nutrition Sciences	LS4011	30	4	1 and 2		1	
Functional Anatomy & Exercise Physiology	LS4009	30	4	1 and 2		1	
Introduction to Food and Nutrition	LS4013	30	4	1 and 2		1	
Sport and Exercise Psychology	LS4008	30	4	1 and 2		1	
Optional Modules							

Progression to Level 5

Progression to Level 5 requires passing all modules.
This course permits progression from level 4 to level 5 with 90 credits at level 4. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6. The only Level 4 module that cannot be trailed to level 5 is LS4006, as per professional and statutory regulatory body requirement.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Sport and Exercise Science (Nutrition).

Level 5							
BSc (Hons) Sport and Exercise Science (Nutrition)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Nutrition	LS5019	30	5	1 and 2		1	
Health & Exercise Physiology	LS5014	30	5	1 and 2		2	
Research Methods in Sport, Exercise, and Nutrition Sciences	LS5020	30	5	1 and 2		2	
Sport and Exercise Psychology II	LS5013	30	5	1 and 2		2	
Optional Modules							

Level 6

BSc (Hons) Sport and Exercise Science (Nutrition)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Exercise and Health Psychology	LS6017	30	6	1 and 2		3	
Project or Dissertation (Nutrition)	LS6015	30	6	1 and 2		3	
Sport and Exercise Science Project	LS6023	30	6	1 and 2		3	
Sport Nutrition	LS6031	30	6	1 and 2		3	
Optional Modules							
Applied Sport and Exercise Physiology	LS6024	30	6	1 and 2		3	
Contemporary Issues in Food and Nutrition	LS6033	30	6	1 and 2		3	
Public Health Nutrition	LS6032	30	6	1 and 2		3	

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules and option modules.

D. 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.

E. Support for Students and their Learning

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.

Support for Students and their Learning.

There are three levels of study for successful completion of the programme. The balance between lectures and 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 using case studies; research data, the students' own experience and student-led inquiry-based learning or experiential approaches in smaller group sessions. At level 4 the focus is on the acquisition of underpinning knowledge across the broad spectrum of disciplines in Sport and Exercise Science and Nutrition. 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 can 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 via 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 specialist knowledge of 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 authentic 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 future 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.

Technology-enhanced learning is used at all levels but increases as student's progress through the programme, reflecting their growing independence and skills base. Web technologies such as Facebook, Linkedin, Twitter (see below for more information) and Diigo are also used for creating online communities of learning at course, year and module level. These are used to set up online forums for student-student collaboration to discuss and share ideas related to assignments, and for raising the profile of nutrition, exercise and health-related content available on the internet and raising awareness of, and educating students about intellectual property (e.g. plagiarism and referencing).

Students at all levels are also exposed to practice and employer-informed teaching. The use of these approaches informs students regarding current practice and views of employers. Both research and practice-informed teaching are invaluable as they enable students to apply themselves towards discrimination between situations and analyses of problems by giving them real world situations and also keep them updated

with regards to employer needs in the different areas of the sector. Several events also incorporate employability aspects as speakers discuss what their roles involve and share tips about important points such as how to search for jobs or gain relevant experience.

Students are supported by:
The widening of access to programmes for students of increasingly varied educational backgrounds has required tutors to prioritise 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 to the best of their abilities. The Sport and Exercise Science and Nutrition teams have 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 on aiding the student 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 LS4011 which focuses on developing students' research skills and enhancing their personal and academic success will require regular meetings with a personal tutor. The Personal Development Portfolio (PDP) will be incorporated within this module to enhance the development of key and transferable skills needed for higher education and to improve 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 or LS6015 (Nutrition pathway only)). The support offered through the PTS and the content of specific modules at each level therefore allow 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.

F. 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:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

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 industries and postgraduate research opportunities. All students are provided with opportunities to gain vocational experience throughout the degree by applying for the available internships, availing of co-curricular opportunities and are also 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, exercise and nutrition sciences. During the programme students will gain proficient knowledge of high-level laboratory equipment and discipline-specific data analysis software that will enhance employment and lifelong learning opportunities in these areas. There is further opportunity to undertake live employer projects within sectors of the industry both in modules and within 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. Students' generic future 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 consider how these are 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.

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 skillset 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 (or LS6015 for the Nutrition pathway), and the student cohort will be encouraged to continue to build on their 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. LS4011 also integrates Kingston Navigate programme with the Careers team delivering three sessions across TB1 supporting the cohort to engage with career development early in their academic journey.

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 opportunities and contacts. 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 professional placement 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 capstone 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 and Nutrition teaching teams 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) and Nutrition 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 with pre-induction students as a means of keeping them updated and engaged with KU Sport and Exercise Sciences from inception. The teams 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 foci 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.

Specifically, for those on the Sport and Exercise Science (Nutrition) pathway, A thriving co-curricular strand of activities has been developed over a number of years and is now embedded alongside the taught programme. It offers students an invaluable opportunity to develop, apply and enhance their knowledge and skills in a variety of non-classroom settings. Opportunities include health promotion events (such as University Health week & Welcome week for new students), working with external groups and organisations (such as Kingston Public Health and Elior UK Catering company), attendance at and participation in external events (e.g. Food Matters Live conference), visits to external facilities (such as Leatherhead Food Research Laboratories, GlaxoSmithKline), attendance at extracurricular talks (e.g. Yakult, First Steps Nutrition Trust, Dairy Council), project work (e.g. Nutrition Cook School facilitated by trained students in association with Elior chefs, and Student Academic Development Research Associate Scheme (SADRAS) projects), as well as critical reviews of nutrition and sport e-publications.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. They 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.

H. Other sources of information that you may wish to consult

QAA Subject Benchmark for Events, Hospitality, Sport and Leisure and Tourism:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11

QAA subject benchmark for Biomedical Sciences:
https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-biomedical-science-and-biomedical-sciences

QAA subject benchmark for Agriculture, Horticulture, Forestry, Food and Consumer Sciences
Agriculture, horticulture, forestry, food and consumer sciences (core.ac.uk)

British Association of Sport and Exercise Sciences (BASES):
http://www.bases.org.uk/Home

BASES Undergraduate Endorsement Scheme:
http://www.bases.org.uk/Undergraduate-Endorsement-Scheme-BUES

CIMSPA website:
https://www.cimspa.co.uk

AfN:
http://www.associationfornutrition.org/

Nutrition Society:
http://www.nutritionsociety.org/

Kingston University Website:
http://www.kingston.ac.uk

Kingston Sport and Exercise Science (SES) Facebook:
http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/

Kingston Nutrition Facebook:
Kingston University Nutrition | Facebook

Kingston SES Twitter
http://twitter.com/kusportexsci

Kingston Nutrition Twitter
https://twitter.com/KUBScNutrition

Kingston SES LinkedIn:
http://www.linkedin.com/groups?gid=4177219

Kingston Nutrition LinkedIn:

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 3			Level 4							Level 5								Level 6										
		FX3003	FX3002	FX3001	LS4011	LS4009	LS4008	LS4010	BU4001	LS4013	LS4011	LS5020	LS5019	LS5015	LS5014	LS5012	LS5013	BU5001	LS5018	LS6023	LS6020	LS6019	LS6029	LS6031	LS6024	LS6022	LS6033	LS6018	LS6032	BU6001	LS6017	LS6015
Knowledge & Underst	A5	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S/F	S	S	S	S	S	S
	A4	S	S	S	S	S	S	S	S	S	S	S	S	F	S	S	S	S	S	S	S	S	S	S	S	S/F	S	S	S	S		S
	A3	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S/F	S	S	S	S	S	S

anding	A1	S	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S	S		S	S	S	S	S	S	S/F	S	S	S			
	A2	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S	S	S	S/F	S	S	S			
Intellectual Skills	E5	S	S	S	S	S	S	S	S	S		S	S	S/F	S/F	S/F	S/F		S	S/F	S/F	S/F	S	S	S	S/F	S	S/F	S	S	S	S
	E4	S	S	S	S	S	S	S	S	S	S	S	S	S/F	S/F	S/F	S/F		S	S/F	S/F	S/F	S	S	S	S/F	S	S/F	S	S	S	S
	E1	S	S	S	S	S	S	S			S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S	S
	E2	S	S	S	S	S	S		S	S	S	S	S	S	S/F	S/F	S/F		S	S/F	S/F	S/F	S	S	S	S/F	S	S/F	S	S	S	S
	E3	S	S	S	S				S	S		S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S	S	S	S/F	S	S/F	S	S	S	S
Practical Skills	C5	S	S	S	S	S/F	S/F	S	S	S		S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S	S			S	S/F	S	S	S	S
	C4	S	S	S	S	S/F			S			S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S		S	S/F		S/F	S	S	S	S
	C3	S		S	S	S/F	S/F	S	S	S		S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S	S	S	S	S	S/F	S	S	S	S
	C2			S	S	S	S/F		S	S		S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S	S	S	S/F	S	S/F	S	S	S	S
	C1	S		S	S	S	S/F	S	S			S	S	S/F	S/F	S/F	S/F	S	S	S/F	S/F	S/F	S	S	S	S		S/F	S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.