

Final Award and Title	BSc (Hons) Sport and Exercise Science
Exit Award(s) and Title(s)	BSc Sport and Exercise Science DipHE Sport and Exercise Science CertHE Sport and Exercise Science
Name of Route / Pathway / Framework	Single Honours
Professional Qualifications	None
Programme Accreditation	None
Modes of Study	Full-time Part-time
Delivery Sites	Lancaster
Programme Length	Full- time 3 years Part- time 5-7 years
Work Based Learning	Will take place for 100 hrs primarily through Vocational Practice module and will typically, though not exclusively, involve sport clubs, health clubs, schools and health care settings.

1. Educational Aims of the Programme

The overall aims of the programme are to:

- Develop the students' knowledge and critical understanding of multidisciplinary and interdisciplinary Sport and Exercise Science and its applications in sport performance, exercise and physical activity
- Encourage independent learning and develop the students' ability to appraise professional practice with regard to learned theory, as well as critical self-evaluation
- Develop the students' competence in research methods including appropriate designs, methodical data collection, analysis and critical interpretation of data collected and use of appropriate technologies and techniques specific to Sport and Exercise Science
- Enhance the employment prospects of graduates by providing learning opportunities that reflect current workforce requirements and developing transferable and key skills

2. Programme Features and Requirements

The programme provides students with an understanding of the multidisciplinary and interdisciplinary components of Sport and Exercise Science and its applications in sport performance, exercise, and physical activity. The ultimate aim is enhancing the employment prospects of graduates by providing learning opportunities that reflect current workforce requirements and developing transferable and key skills. This will build on our current standing of

being ranked 2nd in the North West of England for graduate prospects (The Complete University Guide 2014 Sport Science Subject table). The student employability is strengthened by a placement module embedded within the degree, along with the continual running of external vocational awards and industrial qualifications within the University and the numerous volunteering opportunities presented to the students throughout the three years.

At level 4 and 5 students will take six compulsory 20 credit modules:

Level 4: Introduction to Sport and Exercise Physiology; Biomechanics of Human Movement; Introduction to Sport and Exercise Psychology; Research Methods I; Participant and Development in Sport and Physical Activity; Health, Exercise and Fitness Assessments.

Level 5: Sport and Exercise Physiology; Advanced Biomechanics; Applied Sport and Exercise Psychology; Research Methods II; Coaching for Strength and Conditioning and Performance; Nutrition for Health, Physical Activity and Sport.

At level 6, three compulsory modules:

Applied Sport and Exercise Science, Dissertation (each 40 credits) and Placement (20 credits); plus one optional 20 credit module from the choice of:

Performance Analysis; Managing Community Events; Injury and Rehabilitation; Exercise Prescription for Health and Injury Rehabilitation.

Modules that focus on the key Sport and Exercise Science disciplines of Physiology, Biomechanics and Psychology feature at each level and will address both the areas of Sport Performance and Physical Activity. At level 4 and 5 students will take two interdisciplinary modules; one Sport Performance (Participant and Talent Development in Sport and Physical Activity; Coaching for Strength and Conditioning and Performance) and one Physical Activity (Exercise and Fitness Assessments; Nutrition for Health, Physical Activity and Sport). At level 6 the students will choose one additional interdisciplinary module which will allow them to specialise in either health or sport (Performance Analysis; Managing Community Events; Injury and Rehabilitation, Exercise Prescription for Health and Injury Rehabilitation). Research Methods will be present at level 4, 5 and 6 (Research Methods I; Research Methods II; Dissertation). The Dissertation at level 6 will allow further specialisation in the students chosen discipline. Vocational skills are developed throughout the three levels, particularly in the Health, Exercise and Fitness Assessments module (level 4), Placement module and the Applied Sport and Exercise Science module (both level 6).

The inclusion of the key discipline modules (Physiology, Biomechanics and Psychology) at each level supports the potential for postgraduate study in any of these areas.

3. Learning Teaching and Assessment

The programme learning and teaching strategy has been developed with reference to the University of Cumbria Learning and Teaching Plan 2012-2017.

A variety of teaching and learning methods are used throughout the programme. These are designed to match the learning outcomes and to support the move to an independent learner with transferable skills. All these features are essential for reducing attrition and increasing student satisfaction.

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

The Programme Learning Strategy

The teaching and learning strategy has been developed to be student-centred, flexible and modern whilst being challenging and stimulating. It supports different learners' needs at different stages of development so ensuring equality to access to learning.

Learning is achieved through the integration of academic study, practical activity and vocational experiences. Students use, apply and integrate their knowledge and understanding within applied and vocational practice, and develop an enquiring, critical approach to their studies and practice. Intellectual, vocational, and transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and

practice contexts so they develop their ability to make appropriate choices and decisions.

The programme modules are conceived as broadly flexible, utilising a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard) and specialist resources (eg. survey research software). Vocational practice opportunities form an essential part of the programme and encourage students to make meaningful links between the underpinning theoretical concepts of sport, exercise, physical activity and health and their vocational application.

A variety of teaching and learning methods are used throughout the programme. These are designed to match the learning outcomes and to support the move to an independent learner with transferable skills. All these features are key in reducing attrition and increasing student satisfaction.

Learning and teaching methods are designed to:

- be student-centred, flexible and modern whilst being challenging and stimulating;
- support different learners' needs at different stages of development;
- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE);
- actively ensure the two way link between theory with practice;
- to be fair, objective and impart academic rigour to the learning and teaching processes;
- develop the student as independent and self-directed, inculcating the ethos of reflective learning;
- develop the student's abilities to learn effectively so that students are performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence based research dissertation.

Modules use formative and summative assessment so that students progress through a module in a structured and constructive way and build knowledge in a coherent and logical way. Formative assessments are designed so that feedback on the individual student's performance is provided prior to the submission of the final, summative assessment – though formative work does not contribute to the final module mark or the credit awarded.

(ii) Contexts For Learning

The programme will be delivered by a campus-based learning experience which includes a mixture of more traditional teaching experiences such as classroom based lectures and seminars as well as a large proportion of the curriculum delivered by practical classes both in the field, the gym and the Human Performance Laboratory. At level 6 the students will be working independently for a large proportion of the programme in the dissertation. Each student however will have a project supervisor with speciality expertise in their chosen discipline to guide them through dissertation process. The use of the virtual learning environment will be implemented in all modules to assist independent learning outside, and complementary to the module contact time.

A proportion of the programme takes place within the workplace whereby the students will have 100 hours of placement (see Placement Handbook for more details).

(iii) Learning, Teaching and Assessment Methods

Transferable and subject specific skills are practised and developed through a wide range of teaching and learning methods including: discourse, field based and laboratory practical, case studies, discussion, debate, small group work, seminar presentations, reflection, context-based learning (also referred to as problem-based learning), vocational placement, independent study and research.

Each module will facilitate the further development of literacy, numeracy and I.T. skills, as well as the development of other key lifelong learning skills. Both tutors and students will monitor and evaluate this development via personal academic tutor meetings and the use of formative assessment methods.

The majority of theoretical work is linked to practice in some way and students will have the chance to put this theory into practice in seminars and field and laboratory based practicals. Practical and analytical skills are developed by provision of knowledge and basic skills at level 4, which can be used to apply to particular problems and situations at level 5, and to design, implement and analyse an independent research Dissertation and Applied Sport and Exercise project at level 6.

Learning outcomes are assessed through a range of assessment methods throughout the programme including, individual and group coursework, oral and poster presentations, laboratory reports, practical examinations, seminar presentations, case studies, seen and unseen written examinations. Independent project work including vocational practice evaluation and a research dissertation forms a large part of the level 6 assessment.

(iv) Formative Assessment

Formative assessment will feature throughout the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students timely feedback on formative tasks.

4. Programme Outcomes

Prepared in alignment with: The Quality Assurance Agency for Higher Education Benchmark statements for Hospitality, Leisure, Sport and Tourism (2008)

This programme provides opportunities for students to develop and demonstrate an ability to:

(i) Knowledge and Understanding

1. Describe, explain and critically evaluate key theories and concepts in the disciplines within sport and exercise science (QAA SB 5.2, 6.17, 6.18, 6.19)
2. Demonstrate an understanding of the interdisciplinary nature of Sport and Exercise Science (QAA SB 6.18)
3. Provide a critical appreciation of the relationship between sport and exercise interventions and their aims and outcomes in a variety of participant groups (QAA SB 6.17, 6.18, 6.19)
4. Display an awareness of current recommendations for exercise and physical activity for health (QAA SB 6.17, 6.19)
5. Display an awareness of current consensus for maximising sport performance (QAA SB 6.17, 6.18)

(ii) Employability Skills

6. Demonstrate awareness of employer and job market expectations
7. Demonstrate effective communication and presentation of scientific information in both an academic and professional context (QAA SB 5.2)
8. Take and demonstrate responsibility for their own work and learning as well as continued personal and professional development (QAA SB 5.2)
9. Work effectively independently and with others (QAA SB 5.2)
10. Successfully use a breadth of transferable skill e.g. communication, teamwork. These transferable skills are identified in the Employability and Enterprise Skills Matrix and Equality, Diversity and Inclusion (EDI) document (QAA SB 5.2)

(iii) Qualities, Skills and Other Attributes

11. Find and evaluate relevant literature to solve a problem in Sport and Exercise Science (QAA SB 5.2)
12. Critically evaluate research methodology and show competence in methods of scientific enquiry (QAA SB 5.4)
13. Describe, analyse and evaluate data relevant in a scientific and professional context (QAA SB 5.2, 5.4)
14. Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and appropriate interpretation of data (QAA SB 5.4)
15. Work with multi-disciplinary professionals such as health practitioners and sport coaches (QAA SB 6.18)

5. Level Descriptors

At HE Level 4: (Year 1 undergraduate), students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner; identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At HE Level 5: (Year 2 undergraduate), students will be able to demonstrate that they have the ability: to apply and evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining and achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts and evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

6. Curriculum Map

Programme Structure

Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes (eg pre/co-requisites, 'core optional' etc)
4	HSPG4018	<p>Psychology of Skill Acquisition and Performance</p> <p>To provide you with an introduction to the discipline of psychology through the study of theories and models in two key areas. The first half of the module focuses on the processes which underpin the development and learning of skilled movement patterns. The latter half examines a range of social-cognitive approaches to motivation and group behaviour. These concepts and theories will be applied to coaching, physical activity participation and physical education.</p>	20	Compulsory	This module will be shared with BA Sport Coaching and Physical Education
4	HSPG4008	<p>Introduction to Sport and Exercise Physiology</p> <p>To provide students with a fundamental knowledge of the functional anatomy and the various physiological systems and their importance in human function as well as in sport and exercise. Various exercise activities will be performed in the Human Performance Laboratory while responses to those activities will be evaluated through basic physiological measurements, enabling the students to gain an understanding of human function through both theory and practice.</p>	20	Compulsory	
4	HSPG4009	<p>Biomechanics of Human Movement</p> <p>This module aims to introduce students to basic biomechanical concepts in the areas of analysis of motion and forces, in order to obtain an understanding of human movement, the parameters that govern it and how to assess it. The areas of Anatomy and Kinesiology along with kinematics and kinetics will initially be</p>	20	Compulsory	

		covered, subsequently allowing motion to be assessed through qualitative and quantitative video analysis, while force to be assessed through force platform force and pressure measurements.			
4	HSPG4000	Research Methods I To learn and execute core skills in conducting secondary research; To learn and execute core skills in conducting qualitative and quantitative primary research; To gain experience in the practical presentation and dissemination of primary and secondary research findings.	20	Compulsory	
4	HSPG4016	Participant Development in Sport and Physical Activity To enable you to integrate the theory and practice of participant development in a range of sports and physical activities. The module will develop your understanding of the key technical and tactical aspects within a diverse range of sports and physical activities across different classifications e.g. team games, individual sports and aesthetic activities. You will become familiar with planning progressive sessions and consider how to develop participants in those practical areas.	20	Compulsory	This module will be shared with BA Sport Coaching and Physical Education
4	HSPG4003	Health, Exercise and Fitness Assessments This module aims to develop an awareness and understanding of the rationale for, and underlying theory of a variety of health, fitness, lifestyle and psychological assessments. Students will begin to develop their competence in testing procedures and develop their skills for working with clients in an exercise and health setting.	20	Compulsory	This module will be shared with BA Exercise, Physical Activity and Health.
Students exiting at this point with 120 credits at Level 4 would receive a CertHE Sport and Exercise Science					
5	HSPG5007	Applied Sport and Exercise Psychology This module aims to provide students with an understanding of relevant theories and research in psychology and the confidence	20	Compulsory	This module builds upon HSPG4018

		to apply these in two key contexts. The first half of the module will introduce the psychological skills training programme (PSTP) and examine ways in which cognitive-behavioural skills can be used to enhance competitive performance. The second half of the module will introduce theories of behaviour change and the technique of motivational interviewing to examine the role of psychology in the adoption and maintenance of a physically active lifestyle.			Psychology of Skill Acquisition and Performance
5	HSPG5008	Sport and Exercise Physiology This module aims to examine a range of theoretical and practical concepts in sport and exercise physiology. Students will experience advanced laboratory data collection techniques and will analyse and evaluate the findings. This module builds on the knowledge and understanding provided by Level 4 HSPG4008 Introduction to Sport and Exercise Physiology.	20	Compulsory	This module builds upon HSPG4008 Introduction to Sport and Exercise Physiology
5	HSPG5009	Advanced Biomechanics This module aims to develop the students' biomechanical knowledge by examining muscle activation and performance, in order to obtain a deeper understanding of muscle recruitment patterns and strength. The areas of electromyography, dynamometry and advanced data processing and analysis will be covered, to allow better understanding and evaluation of various sport and exercise activities.	20	Compulsory	This module builds upon HSPG4009 Biomechanics of Human Movement
5	HSPG5000	Research Methods II To develop an appreciation of the research process by considering the array of ways in which it is possible to design and execute research projects. - To equip students with the core practical skills involved in collecting, analysing and interpreting both qualitative and quantitative data for their own projects; - To enhance students' critical awareness of the strengths and	20	Compulsory	This module builds upon HSPG4000 Research methods I

		weaknesses of various research designs and analytic approaches.			
5	HSPG5021	<p>Coaching for Strength and Conditioning and Performance</p> <p>The aim of the module is to develop athlete centred coaches who understand the physical requirements of athletes and can plan, deliver and evaluate training plans aimed at meeting their physical needs. This is done so within the context of maximising their sporting potential and performance.</p>	20	Compulsory	<p>This module will be shared with BA Sport Coaching and Physical Education</p> <p>This module builds upon HSPG4016 Participant Development in Sport and Physical Activity</p>
5	HSPG5003	<p>Nutrition for Health, Physical Activity and Sport</p> <p>To develop knowledge and understanding of the relationships between food, nutrition, physical activity, sport and health. To examine macronutrient and micronutrient intake in relation to health, physical activity and sport. To investigate energy balance, and recommendations for health, physical activity and sport. Finally to evaluate the role of nutritional ergogenic aids in health, physical activity and sport.</p>	20	Compulsory	<p>This module will be shared with BA Exercise, Physical Activity and Health.</p>
<p>Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a DipHE.</p> <p>At Level 6 students will undertake 100 credits of compulsory modules and one 20 credit optional module</p>					
6	HSPG6007	<p>Applied Sport and Exercise Science</p> <p>This module aims to highlight advanced scientific principles and contemporary interdisciplinary topics within sports and exercise science, with the focus of putting scientific theory into an applied context. The module reflects a growing awareness that sport and exercise needs to be addressed not only from singular scientific</p>	40	Compulsory	<p>This module builds upon HSPG5007 Applied Sport and Exercise Psychology;</p>

		perspectives but also from their conjunction, to aid fuller understanding of sporting performance and exercise behaviour.			HSPG5008 Sport and Exercise Physiology; and HSPG5009 Advanced Biomechanics
6	HSPG6000	<p>Dissertation</p> <ul style="list-style-type: none"> - To provide students with the opportunity to identify, design, conduct, analyse and evaluate an independent research project, utilising knowledge, understanding and skills developed in their respective academic discipline. - To give students the opportunity to communicate their research in a research symposium. 	40	Compulsory	This module builds upon HSPG5000 research Methods II
6	HSPG6010	<p>Vocational Placement</p> <p>To extend theoretical knowledge into vocational practice.</p> <ul style="list-style-type: none"> - Critically analyse professional practice with respect to theory. - Extend and develop reflection on professional practice. 	20	Compulsory	
6	HSPG6017	<p>Performance Analysis</p> <p>This module aims to develop students' understanding of assessing technical, tactical and strategic performances through theory and a variety of qualitative and quantitative methods. Performance assessment will be informed by biomechanical principles, enabling more in-depth analysis of performance and appropriate conclusions drawn in order to improve the athletes' performance.</p>	20	Optional	<p>This module will be shared with BA Sport Coaching and Physical Education</p> <p>This module builds upon HSPG5021 Coaching for Strength, Conditioning and Performance</p>

					Students will choose one 20 credit optional module
6	HSPG6015	<p>Managing Community Events</p> <p>This module aims to develop knowledge and understanding of the planning and implementation of community level sport, physical activity and health events. It will examine and analyse how the organisation and delivery of events at local level fit into a wider sport, physical activity and health strategic framework locally and nationally. This knowledge will be applied in respect of student teams delivering a community event with the support of an industry partner, and evaluating the event in terms of its intended outcomes.</p>	20	Optional	<p>This module will be shared with BA Exercise, Physical Activity and Health.</p> <p>Students will choose one 20 credit optional module</p>
6	HSPG6008	<p>Injury and Rehabilitation</p> <p>This module aims to provide extend breadth and depth of knowledge into the prevention, treatment, management and rehabilitation of injuries encountered in sporting and fitness environments. It will explore the relationship between physical activity, health and medicine. Theoretical concepts that surround the predisposition to injury and the potential barriers to recovery will also be explored, including nutrition, psychology and pharmacology.</p>	20	Optional	<p>This module will be shared with BSc Sport Rehabilitation</p> <p>Students will choose one 20 credit optional module</p>
6	HSPG6018	<p>Exercise Prescription for Health and Injury Rehabilitation</p> <p>This module will explore the causes, risk factors and aetiology of a number of key health issues, chronic diseases, orthopaedic injury and mental health problems across the lifespan. Students will explore the physiological factors that limit physical activity and exercise participation, analysing the benefits and adaptations that occur through exercise in both the prevention and rehabilitation of these conditions. A critical examination of the relationship between psychology, key health conditions and injury rehabilitation will take place using appropriate psychological perspectives, techniques and models. Students will apply</p>	20	Optional	<p>This module will be shared with BSc Sport Rehabilitation</p> <p>Students will choose one 20 credit optional module</p>

		knowledge learnt in developing an exercise programme and psychological intervention for the effective management of a key health condition or exercise-related injury rehabilitation.			
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Progression / Award requirements					
<p>The overall module mark will be derived from an aggregation of the marks obtained in individual components. The achievement of any award is dependent on achieving a minimum pass (40% UG) or to have been condoned or had assessment attempts waived, in all credit bearing modules at each level of study. Typically this is 120 credits for a Cert HE, 240 for Dip HE and 360 for a BA Hons. Progression will be in accordance with the Academic Regulations (Sec G).</p> <p>Further details of both progression and award are available Academic Regulations; http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf</p>					

- (*) Note: **Core Modules** – must be taken and successfully passed.
Compulsory Modules – must be taken but can be carried as fails (if the award permits).
Optional Modules – students would be required to take an appropriate number of optional modules
Qualificatory Unit of study – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge and understanding, employability and academic skills, qualities and other attributes as indicated in section 4 above. List all modules and any placements/work-based learning which are not part of a module. The following letters denote the contribution of each module:

D = programme outcome is **developed** in this module

F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9	Programme outcome 10	Programme outcome 11	Programme outcome 12	Programme outcome 13	Programme outcome 14	Programme outcome 15
HSPG4018	Psychology of Skill Acquisition and Performance	DFS					DFS	DF	D		DFS	DFS	DFS	DFS		
HSPG4008	Introduction to Sport and Exercise Physiology	DFS		D	D	D		DF	DFS	DS	D		DF	DF	DF	
HSPG4009	Biomechanics of Human Movement	DS		D	D	D	D	DF	DS	DS	D		D	DS		
HSPG4000	Research Methods I	DFS	DFS	D	D	D	D	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	D
HSPG4016	Participant Development in Sport and Physical Activity	D	D			DFS			D	D	D	S			D	D

Module Code	Module Name	<i>Programme outcome 1</i>	<i>Programme outcome 2</i>	<i>Programme outcome 3</i>	<i>Programme outcome 4</i>	<i>Programme outcome 5</i>	<i>Programme outcome 6</i>	<i>Programme outcome 7</i>	<i>Programme outcome 8</i>	<i>Programme outcome 9</i>	<i>Programme outcome 10</i>	<i>Programme outcome 11</i>	<i>Programme outcome 12</i>	<i>Programme outcome 13</i>	<i>Programme outcome 14</i>	<i>Programme outcome 15</i>
HSPG4003	Health, Exercise and Fitness Assessments.		D		D			DFS	DS	DFS	DFS			DFS	DS	
HSPG5007	Applied Sport and Exercise Psychology	DFS	D	DFS	D	DS	DFS	DF	D		DFS	DFS	DFS	DFS	DFS	D
HSPG5008	Sport and Exercise Physiology	DFS		DFS	D	D		DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	
HSPG5009	Advanced Biomechanics	DS	D	D	DS	DS		DS	DS	DS	DS	DS	D	DS	DS	D
HSPG5000	Research Methods II	DFS	DFS	D	D	D	D	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	D
HSPG5021	Coaching for Strength and Conditioning and Performance	DFS	D	DFS		DFS	D	DFS	D	D	D	DFS		DF	DS	D
HSPG5003	Nutrition for Health, Physical Activity and Sport	DFS	DFS	DFS	DFS	DFS		DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	
HSPG6007	Applied Sport and Exercise Science	DFS	DFS	DFS	DFS	DFS	D	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	D
HSPG6000	Dissertation	DFS	DFS	DFS	D	D	D	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	D

Module Code	Module Name	<i>Programme outcome 1</i>	<i>Programme outcome 2</i>	<i>Programme outcome 3</i>	<i>Programme outcome 4</i>	<i>Programme outcome 5</i>	<i>Programme outcome 6</i>	<i>Programme outcome 7</i>	<i>Programme outcome 8</i>	<i>Programme outcome 9</i>	<i>Programme outcome 10</i>	<i>Programme outcome 11</i>	<i>Programme outcome 12</i>	<i>Programme outcome 13</i>	<i>Programme outcome 14</i>	<i>Programme outcome 15</i>
HSPG6010	Vocational Placement	DFS	DFS	D	D	D	D	DFS	DFS	D	DFS	DFS		D		DFS
HSPG6017	Performance Analysis	DS	D	DS		DS	D	DS	DS	DS	DS	DS	DS	DS	DS	D
HSPG6015	Managing Community Events	DFS	D	DFS	DFS		D		DFS	DFS	DFS	DFS				DFS
HSPG6008	Injury and Rehabilitation		DFS	DFS				DFS	D	D	DFS	DFS				DFS
HSPG6018	Exercise Prescription for Health and Injury Rehabilitation	DFS	DFS	DFS	DFS	D	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	DFS	D

8. Indicative Assessment Calendar				
Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
HSPG4018	Psychology of Skill Acquisition and Performance	Presentation Examination	50% 50%	Mid Semester End Semester
HSPG 4008	Introduction to Sport and Exercise Physiology	Report Exam	40% 60%	Mid year End of year
HSPG4009	Biomechanics of Human Movement	Exam	100%	End Semester
HSPG4000	Research Methods I	Report Portfolio	50% 50%	End Semester Mid Semester
HSPG4016	Participant Development in Sport and Physical Activity	Portfolio	100%	End Semester
HSPG4003	Health, Exercise and Fitness Assessments.	Portfolio Practical Skills Assessment	100% 0% (qualificatory)	End Semester
HSPG5007	Applied Sport and Exercise Psychology	Project Exam	50% 50%	Mid Semester End Semester
HSPG5008	Sport and Exercise Physiology	Report Exam	60% 40%	Mid Semester End Semester
HSPG5009	Advanced Biomechanics	Practical Exam Client's report	60% 40%	End Semester End Semester

HSPG5000	Research Methods II	Report Exam	50% 50%	End Semester End Semester
HSPG5021	Coaching for Strength and Conditioning and Performance	Project	100%	End Semester
HSPG5003	Nutrition for Health, Physical Activity and Sport	Project Exam	50% 50%	End Semester
HSPG6007	Applied Sport and Exercise Science	Assignment Report	60% 40%	Mid Semester End Semester
HSPG6000	Dissertation	Dissertation Poster Presentation	80% 20%	Mid Semester End Semester
HSPG6010	Vocational Placement	Project work Set exercise	100% 0% (qualificatory)	End Semester Mid Semester
HSPG6017	Performance Analysis	Poster presentation	100%	End Semester
HSPG6015	Managing Community Events	Practical Portfolio	30% 70%	Mid Semester End Semester
HSPG6008	Injury and Rehabilitation	Oral Presentation	100%	End Semester
HSPG6018	Exercise Prescription for Health and Injury Rehabilitation	Written Assignment Project	50% 50%	Mid Semester End Semester

9. Support for Students and their Learning

Induction takes place during Welcome Week prior to the start of the programme. Part-time students who are unable to attend the whole of Welcome Week are inducted during the first teaching week, according to their needs.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Head Start

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

PASS

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/undergraduate/sport-and-exercise-science/>

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

Mechanisms for review and evaluation of LTA, the curriculum and outcome standards

Module reviews,
AERs,
peer review,
External examiner reports,

	Student Module Evaluations, Departmental Quality Committee (DQCs)
Committees with responsibility for monitoring and evaluating quality and standards	Departmental Quality Committees (DQCs), Academic Quality and Standards Committee (AQSC).
Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience	Staff/Student Forums, Student Module Evaluations, Departmental Quality Committees (DQCs), National Student Survey (NSS), Penultimate Year Survey
Staff development priorities for staff teaching this programme	Scholarly and research activities; all teaching staff working to achieve PhDs. Two members of the teaching staff BASES accredited

12. Additional Information

The students will be offered the opportunity to study abroad for one semester (typically semester 2 of level 5). Currently in place is an exchange to SUNY Cortland University in the USA; however students will not be limited to this. Students will work with staff to ensure the curriculum is appropriately mapped, gaining enough credits at the appropriate level. Credits gained will be ungraded as detailed in the academic regulations point C6.4.1.

Students will also be offered the opportunity to achieve additional qualifications run through the sport centre. These typically include but are not limited to NGB qualifications and Minimum operating Standards such as Child Protection. These are offered at a cost usually below industry standards.

Opportunities for volunteering and gaining career experience will be advertised through email, personal tutors and through contact with relevant industry partners.

13. Administrative and Supporting Information

Key sources of information about this programme and its development can be found in the following:	QAA Benchmarking Standards for Hospitality, Leisure, Sport and Tourism http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf University of Cumbria Academic Regulations http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf
Department:	Department of Medical and Sport Sciences
Faculty	Health and Science
Teaching Institution	University of Cumbria
Collaborative Partners	N/A
Description of type of Collaboration	N/A
JACS code:	C600

Programme code (CRS):	UB-SPESCI	
UCAS code: (where applicable)	C600	
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	QAA Subject Review - Sport (2001): UoC Institutional Audit March (April 2011)	
Date of Programme Specification validation	25 th and 26 th February 2014	
Validated period of programme:	5 Years from Sept 2014 to July 2019 Update: Validation period extended to July 2020	
Date of changes to Programme Specification:	Reason for change: (eg minor changes)	Date:
	<i>Change to Assessment plan (ref 15.39)</i>	<i>June 2016</i>
	<i>Web Update</i>	<i>July 2016</i>
	<i>HSPG4006/4007 replaced</i>	<i>August 2017</i>
	<i>Amended entry requirements hyperlink</i>	<i>Apr 18</i>
	<i>Module changes approved at MMAP</i>	<i>08.02.2019</i>
The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.		

About Programme Specifications

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the QAA Quality Code, Chapter A3: The Programme Level.