

# UNIVERSITY OF EAST LONDON

## UNDERGRADUATE PROGRAMME SPECIFICATION

### BSc (HONS) SPORT & EXERCISE SCIENCE

Final award	BSc (Hons)
Intermediate awards available	Cert HE, Dip HE, BSc
Mode of delivery	UEL on campus
UCAS code	C600
Details of professional body accreditation	SkillsActive
Relevant QAA Benchmark statements	Unit 25 - Hospitality, Leisure, Sport & Tourism (specific reference to Sport)
UEL Academic School	Health, Sport and Bioscience
Date specification last up-dated	27/4/16

### The summary - UCAS programme profile-

#### BANNER BOX:

Understanding human performance in sport and exercise settings through the application of scientific principles.

#### ENTRY REQUIREMENTS

<b>Level 4 entry</b> - 280 points plus <b>C</b> grade in <b>GCSE Maths and English</b> (or equivalent)	
<b>English Language Requirement</b>	In the case of applicants whose first language is not English, the University's English Language requirements must be met as detailed on the website at time of application must be met – see <a href="http://www.uel.ac.uk/international/application/english-language-requirements/">http://www.uel.ac.uk/international/application/english-language-requirements/</a> - currently for this programme this is IELTS with a minimum of 6.0 in Writing and Speaking; minimum 5.5 in Reading and Listening (or equivalent).
<b>A-Levels</b>	<b>CCC</b> Successful candidates require a C grade in at least one of the following: Biology; Human Biology; Applied Science; Physics; Chemistry; Physical Education; Sports Studies
<b>BTEC Level 3 Advanced Diploma</b>	<b>MMM</b> Successful candidates can study any one of the following programmes: Sport and Exercise Science, Excellence in Sports Performance or Applied Science*. *Applicants with a derivation of the listed programmes will be considered on an individual basis.
<b>HND / HNC</b>	Level 4 (HNC) and Level 5 (HND) applications will be considered in terms of advanced standing determined by the specific collection of modules that have been covered as part of the course.
<b>IB Diploma</b>	Successful candidates usually have a 5 in SL Biology or 6 in SL Biology and 4 in Mathematics

<b>Other Degree</b>	Will be looked at on a case by case basis. In all cases an average mark in the 2:2 band would be a minimum for consideration, especially with regard to entry with advanced standing.
<b>Other satisfactory qualifications and/or experience (APEL)</b>	These would need to be reviewed on a case by case basis but must show a combination of both subject specific and academic skills. By themselves NVQ-style, competence-based awards will <b>not</b> be accepted for entry to level 4.
<b>Equality &amp; Diversity</b>	The admission process is governed by UEL's policy on Equality and Diversity. Admissions practices are to be free from unlawfully discriminatory criteria. Questions relating to the applicant's race, ethnic origin, age, disability, religion, gender, colour, sexuality, marital status or family responsibility do not form part of the selection process.

## ABOUT THE PROGRAMME

### What is Sport and Exercise Science?

Falling within the Applied Sport and Exercise Sciences Subject Area, the BSc (Hons) Sport and Exercise Sciences shares modules with the other programmes in the subject area: BSc (Hons) in Sport, Physical Education and Development, Sports Coaching and Sports Therapy. Students on the Sport and Exercise Sciences degree will principally consider the role that Biomechanics, Physiology and Psychology play in describing human performance. The course also addresses the intersection of these areas and therefore the practice of working as a multidisciplinary sports scientist. The word 'Applied' in the Subject Area title is very much in evidence as the various modules of study are centred on practical applications to real people in the sporting world.

### Sport and Exercise Science at UEL

The 'Applied' nature of the programme means that there is a constant focus on ensuring that our students develop the necessary knowledge, skills and experience required to be attractive to potential employers at the end of the programme. The ways in which we achieve this are by;

- Developing broad-based, up-to-date subject knowledge.
- Developing strong 'people' skills through integration of presentations and practicals in to the curriculum.
- Developing relevant industrial skills, for example the use of information and communication technologies.
- Developing external contacts with people working in the industry to deliver presentations, provide 'live' case studies and to provide work placement opportunities.
- Use of up-to-date, top quality equipment that is regularly being used by external agencies to provide support to elite performers.

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| <ul style="list-style-type: none"> <li>• Key features of this programme include:</li> <li>• A credit based programme leading towards an honours degree.</li> <li>• The freedom to continue working while pursuing your studies.</li> <li>• Academic support from a subject specialist tutor</li> <li>• An opportunity for students from a wide range of countries and varied educational contexts to interact and exchange ideas.</li> <li>• The flexibility to take and pay for modules individually.</li> </ul> |
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## Programme structure

The Honours programme is for 3 years and has both a full-time and a part-time mode of study available. The Extended Degree route takes 4 years and may be studied either full- or part-time. On completion of the Foundation Year, a student may progress on to the First Year of the Honours programme.

The First Year of the Honours Programme is common between Sport and Exercise Science and the two other Applied Sport and Exercise Science programmes. This allows students to make their final choice of programme at the end of their first year. It also allows students to acquire the basic grounding in a variety of programme 'themes' so that they can keep their options as open as possible in the second and third years.

The Second and Third Years of the Honours programme are made up of a mixture of Core (i.e. Compulsory) and Optional Modules. The options can come from the full list of modules offered by the Programme Area, including those modules core to the other programmes. The programme has been designed to allow for a greater freedom of choice in modules as the student progresses to the third year of study. This approach enables a student to individualise their programme and to focus on specific areas of interest in their final year.

## Learning environment

The Programme Area as a whole seeks to use a wide range of teaching and learning methods to reflect the range of ways that different students learn. The methods used include;

- Work-Based Learning
- Sports coaching and laboratory practicals
- Case studies/Problem solving
- Student-led research activity
- Group work and discussions
- Interaction via IT resources such as podcasting, vodcasting, online group discussion and forum updates.
- Workshops delivered by industry professionals from outside of UEL
- Guest speakers
- Seminars

The facilities used to deliver the practical components of the course include our Human physiology and biomechanics laboratories housed in the Clinical Education Centre and our sports facility, SportsDock. Whilst much of your work will be individual, enabling you to set your own schedule, for some / most / a number of modules, you will be expected to participate in group discussions during seminar sessions.

## Assessment

Examinations make up approximately 20% of the total assessment on the course. To develop the range of skills we require in our graduates, we see it as essential to use a range of relevant, work-related assessment methods. These include;

- Laboratory practicals
- Work placements
- Presentations
- Report writing

- Information technology applications
- Projects
- Case studies

The range of assessment methods means that all students get the opportunity to show their existing strengths, whilst developing new ones.

To help students develop their confidence in the different assessment methods all of them are used during the first year of study when the results do not count towards your final degree classification.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

### **Work experience/placement opportunities**

BSc (Hons) Sport and Exercise Science students are able to select optional modules in the third year of their course which are work-based learning. These modules enable students to establish links in the community prior to graduating from UEL. The flexibility of the academic programme means that students are able to take every opportunity to gain relevant work experience, whether a formal part of the programme or not. The ASES subject group operate a sports specific employability notice board that is regularly updated with opportunities for students to gain voluntary or paid opportunities in sports organisations.

### **Project work**

The largest piece of work that students carry out on the programme is the final year Project. The topic for this is chosen by the student, in conjunction with the tutor, and is based on the student's own, original piece of research.

In preparation for this there are a number of modules that include smaller scale project work, either on an individual or group basis. Some lead to written assessments and some to formal presentations.

### **Added value**

Our focus not only on the subject knowledge but also the wider skills required in the work place means that you will have a great deal to offer a potential employer. Completion of a Sport and Exercise Science degree shows an employer both academic level and your ability to work independently on large scale projects. The programme at UEL requires students to regularly interact with peers, lecturing staff, athletes, sports administrators and external speakers. This gives the students ample opportunity to develop interpersonal skills and a capacity to work effectively in a team.

We will also make full use of our range of local partners to help set up opportunities for students to gain additional qualifications, such as National Governing Body coaching awards. The course is accredited by SkillsActive which means that students have the opportunity to complete L2 and L3 gym and personal training awards.

## **IS THIS THE PROGRAMME FOR ME?**

**If you are interested in .....**

- Physiology of Sport
- Fitness Assessment
- Sports Psychology
- Sports Nutrition
- Sports Biomechanics
- Analysis and Development of Performance
- Disability and Inclusion in Sport
- Physical Education and the School Curriculum
- Sports Coaching

Then the answer is yes.

**If you enjoy....**

- Studying in an environment where you are a name and not just a number
- Being encouraged to express your point of view
- Learning from the experiences of your fellow students as well your lecturers
- Mixing with like-minded people from a range of backgrounds
- Being challenged to develop yourself further than you thought you could
- The support of a positive and encouraging staff team

Then the answer is yes.

**If you want....**

- A programme that combines class-based study with practical activity
- A programme that looks at the scientific basis of performance in sport and exercise
- A programme that analyses a wide range of factors that can impact on people's sporting performance
- A programme that develops your ability to implement practical methods of improving an individual's sporting performance
- A programme that analyses adaptive exercise behaviour
- A programme that investigates the physiological and nutritional basis for human performance
- A programme that encourages you to obtain work experience while you study

### **Your future career**

Our Sport and Exercise Science programme has been running for a number of years now and graduates have been very successful in gaining employment or going on to further study in the following areas;

- Strength and Conditioning Coach
- Fitness Club Management
- Personal Trainer
- Sports Coaching (private or community based)
- Postgraduate Physiotherapy Training
- Sports Development

- Community Physical Activity Co-Ordinators
- PE Teacher Training
- Local Council Appointments

The success of our students in the sport, exercise and fitness industries means that a number of employers are now former students, providing greater opportunities for current students to gain work experience along the way.

### **How we support you**

All students are allocated a personal tutor to whom individuals may turn with any problems/issues. In addition, all module tutors offer additional support outside of formal teaching periods. Through a study skills module in the First Year of the programme we aim to help all students make the step up to degree level. This module covers information relating to computer skills, report/essay writing, academic referencing, research, use of the internet, and presentation skills. We also provide additional classes for those students who wish to dedicate more time and effort into developing their academic writing skills.

If any students require further support (e.g. due to dyslexia) then systems are in place to ensure that the support is available. Students can attend regular appointments with a designated learning support assistant who is based in the School of Health, Sport and Bioscience.

On enrolment, you will be provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE) and UEL Direct.

During your studies, you will be supported by academic, support and technical staff from your academic school.

### **Bonus factors**

Sport and Exercise Science is a growing area both in terms of University study and employment opportunities, especially in light of Government recognition of the value of physical activity in shaping modern society. Legacy effects from the London 2012 Olympic and Paralympic Games can be expected to further galvanise a desire to invest in sport in the UK. Changes are happening fast in the industry and it is an exciting time to be involved. The nature of the programme at UEL and the skills, knowledge and industrial contacts of the staff mean that you will be right at the 'cutting edge' of those changes as they occur. Our position in East London means that students are based in a vibrant area of the UK that has undergone significant regeneration since 2012. The Stratford campus is also only a five minute walk from the Olympic stadium and the Olympic Park.

# Programme aims and learning outcomes

## What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Scientifically analyse the factors influencing performance in sport and exercise settings.
- Develop programmes to enhance the performance of an individual in a sporting context.
- Implement effective scientific programmes for the improvement of sporting performance.
- Carry out accurate scientific studies into the performance of sporting skills

## What will you learn?

### Knowledge

- Acquire an awareness of, and ability to use effectively, a range of scientific tools to analyse the key components of performance in sport and exercise settings.
- Maintain the currency and practical application of the learning experience.

### Thinking skills

- Develop a clear ethos of scientific investigation in the furtherance of sporting and exercise achievement.

### Subject-Based Practical skills

- Develop practical and transferable skills which will facilitate interaction and co-operation with a range of people and provide leadership in a range of practical activities.
- Develop a suitable level of practical competency to operate effectively within a sports and exercise science environment.

### Skills for life and work (general skills)

- Improve the ability to communicate effectively, by developing organisational, intellectual and conceptual skills.

# The programme structure

## Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

## Credit rating

The overall credit-rating of this programme is 360 credits.

## Typical duration

The expected duration of this programme is three years when attended in full-time mode or five years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

## How the teaching year is divided

The teaching year begins in September and ends in June. A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

## What you will study and when it will be delivered

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take 120 credits per year. An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3. Each module is assigned either a 15 or 30 credit weighting.

Modules are defined as:

- Core                      Must be taken
- Option                    Select from a range of identified module within the field

Level	Module Code	Module Title	Distance learning Y/N	Credits	Status*
4	SE4100	Human Performance	N	30	Core
4	SE4101	Psychological Aspects of Sport & Exercise	N	15	Core
4	SE4102	Research & Study Skills for Sport & Exercise	N	30	Core
4	SE4103	Coaching Principles	N	15	Core
4	SE4104	Development of Sport	N	30	Core
5	SE5102	Research Methods and Design	N	30	Core
5	SE5107	Principles & Practice in Teaching & Coaching	N	30	Option
5	SE5106	Inclusion in Youth Sport & PE	N	15	Option
5	SE5110	Disability, Sport & PE	N	15	Option
5	SE5100	Physiological & Nutritional Assessment	N	30	Core
5	SE5104	Analysis & Development of Performance	N	15	Core
5	SE5108	Sport & Exercise Psychology	N	15	Core
5	SE5113	Training Programmes	N	15	Option
5	SE5105	Sport & PE Policy	N	15	Option
6	SE6100	Independent Research Project	N	30	Core
6	SE6109	Young People, Sport & PE	N	30	Option
6	SE6116	Work Placement	N	15	Option
6	SE6101	Exercise Physiology Techniques for Applied Practice and Research	N	15	RO*
6	SE6105	Applied Coaching	N	30	Option
6	SE6106	Chronic Health Conditions & Exercise	N	15	Option
6	SE6110	Nutrition for Sporting Health	N	15	RO*

6	SE6111	Applied Sports Biomechanics	N	15	RO*
6	SE6115	Applied Sports Psychology	N	15	RO*
6	SE6118	Contemporary Issues in Health, Sport & Physical Activity	N	15	Option
6	SE6105	Applied Coaching	N	30	Option
6	SE6119	Disability & Society	N	15	Option

\*PJ

*ease Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme. RO\* indicates a restricted option.*

### Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher.

### **Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

## **Teaching, learning and assessment**

### **Teaching and learning**

The Programme Area's teaching and learning philosophy is focused on developing independent critical thinkers who have the knowledge and skills to work in sport, exercise and fitness industries. The emphasis is on students applying the theoretical and conceptual bases for human performance to the real world. Opportunities are provided within the programme for students to apply their knowledge and students are also encouraged to draw on their own physical activity experiences, whether as a participant, coach or instructor, to the programme material.

A wide variety of teaching and learning methods and assessment strategies are used on the programmes. These include staff led lectures where student participation is encouraged, student led sessions and presentations, small group seminars and workshops, tutorials, laboratories, coaching sessions and research project work.

The staff are pro-active in updating programmes and modules to reflect current thinking and changes in government policy as it relates to physical activity, exercise and sport. The staff are also innovative and committed to improving teaching and learning by exploring new methods and applying these where appropriate. The teaching team prides itself on its accessibility to students, the support they provide both in terms of learning materials and pastoral care and the good rapport between staff and students. All members of the staff team are actively involved in developing research and links with key community

agencies. Through these links visiting lecturers with specific expertise and a national profile are brought in to provide students with different perspectives on sport, exercise and physical activity.

## **Assessment**

To develop the range of skills we require in our graduates, we see it as essential to use a range of relevant, work-related assessment methods, as well as more traditional methods. These include;

- Work-Based Learning
- Sports coaching and laboratory practicals
- Case studies/Problem solving
- Student-led research activity
- Group work and discussions
- Interaction via IT resources such as podcasting, vodcasting, online group discussion and forum updates.
- Workshops delivered by industry professionals from outside of UEL
- Guest speakers
- Seminars

The range of assessment methods means that all students get the opportunity to show their existing strengths, whilst developing new ones.

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- *Module evaluations*
- *Programme evaluations*
- *Polls and surveys online*
- *Student representation on programme committees (meeting 2 times year)*

Students are notified of the action taken through:

- *Circulating the minutes of the programme committee*
- *Meeting with Subject Area lead*
- *Providing details on the programme noticeboard*
- *Individual responses to students as required*
- *Postings on our online discussion forums*

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- *Annual student satisfaction questionnaire*
- *Questionnaires to former students*

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)