

PROGRAMME SPECIFICATION BSc Exercise and Sport Sciences

1	Awarding Institution:	University of Exeter
2	School(s)/Teaching Institution:	Sport and Health Sciences (SHS), University of Exeter
3	Programme accredited/validated by:	
4	Final Award(s)	BSc (Hons)
5	Programme Title:	Exercise and Sport Sciences
6	UCAS Code:	C602
7	NQF Level	H
8	QAA Subject Benchmarking Group:	Hospitality, Leisure, Sport and Tourism (Unit 25)
9	Date of Production/Revision:	March 2010
10	Programme Structures and Requirements, Levels, Modules, Credits and Awards	
<p>The programme is studied over three years and is University-based throughout that time. Study is undertaken at three levels, one for each year of study. The programme is arranged into 3 terms per year, there are 12 teaching weeks in the first term and 12 teaching weeks in the second term, the remainder are used for formal assessment periods. The programme is divided into units of study called modules. Modules have a credit rating of either 15 or 30 credits and take place over both semesters. Each 15 and 30-credit modules represent 150 and 300 hours of student learning, endeavour and assessment. Each level has an equivalent of 120 credits. Further details can be found on the SHS's website http://www.ex.ac.uk/sshs/</p> <p>At Stage 1 all ESS students follow the same eight foundation modules. At Stage 2, they take one compulsory module and up to six options. At Stage 3, students write a dissertation (45 credits) or Independent Review (15 credits) and take three or more option modules. The range of options varies from year to year. The availability of all modules as options is subject to timetable and staffing constraints and permission from Head of SHS.</p> <p>Assessment marks obtained in Stage 1 do not contribute towards the overall mark on which the final award is based, although they do determine eligibility for progression to Stage 2. The overall mark for the classification of the final award is calculated from the marks for Stages 2 and 3 weighted in the ratio 1:2 respectively.</p> <p>All modules are condonable up to a maximum of 30 credits per stage (where a minimum of 40% is achieved for the stage). If a student fails more than 30 credits in condonable modules, then the lowest scoring module(s) up to a maximum of 30 credits will be condoned (where a minimum of 40% is achieved for the stage) and the student will be referred in all other failed modules. Further details regarding the SHS assessment procedures can be found at http://www.ex.ac.uk/sshs/handbooks.htm</p>		
HE Level 1	Units of study	(Credit)
Core		
ESS1004	Human Anatomy and Physiology	15
ESS1204	Foundations of Biomechanics	15
ESS1203	Kinanthropometry	15
ESS1605	Foundations of Exercise and Sport Psychology	15
ESS1701	Introduction to Statistics	15
ESS1702	Biochemistry of Exercise	15
ESS1005	Foundations of Exercise Physiology	15
ESS1900	Learning, Employability and Personal Development	15
		120 credits
HE Level 2		
Core		
ESS2303	Research Methods and Analytical procedures	30
ESS2001	Exercise Physiology	15
ESS2004	Biomechanics and Kinesiology	15
ESS2006	Exercise and Sports Psychology	30
Two options		30
		120 credits
HE Level 3		
Core		
ESS3302	Dissertation	45 Or
ESS3303	Independent Research Review	15

Options	Three or more options	75-105 120 credits
		BSc (Hons) 360 credits
11 Educational Aims of the Programme		
<p>The programme is intended to:</p> <ul style="list-style-type: none"> ▪ Provide students with knowledge and understanding across a range of sub-disciplines within Exercise and Sport Sciences. ▪ Enhance teaching and learning through research and applied practice derived from exercise and sport. ▪ Provide students with the opportunity to employ theoretical concepts in applied exercise and sport settings. ▪ Enable students to acquire a range of transferable skills to allow them to develop as autonomous and reflective individuals. 		
12 Programme outcomes		
<p>It is intended that, on successfully completing the programme, a student will be able to:</p> <p><i>(a) Subject specific skills</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate knowledge and understanding of the sub disciplines in Exercise and Sport Sciences. <input type="checkbox"/> Demonstrate an understanding of the variables involved in enhancing physical activity or sports performance. <input type="checkbox"/> Demonstrate specialist knowledge derived from exercise or sport related research, or applied contexts. <input type="checkbox"/> Evidence the skills required to monitor and evaluate exercise or sports performance in a field or laboratory setting. <p><i>(b) Core academic skills</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically assess and evaluate evidence <input type="checkbox"/> Apply a range of appropriate skills to produce an independent piece of work informed by research <input type="checkbox"/> Apply knowledge to familiar and unfamiliar settings. <p><i>(c) Personal and key skills</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage time effectively and prioritise tasks by working to strict deadlines. <input type="checkbox"/> Take responsibility for own learning by planning and managing tasks with limited guidance; identifying their own resources and seeking and making use of feedback. <input type="checkbox"/> Perform assigned academic tasks and communicate effectively with others when working in a group. <input type="checkbox"/> Evaluate and assess their own abilities, performance and understanding, to reflect on his or her own learning and to seek advice and feedback. <input type="checkbox"/> Present work in a range of media (written, electronic, oral) taking responsibility to develop the skills necessary to achieve this outcome. <input type="checkbox"/> Complete a self-directed study. <input type="checkbox"/> To use electronic information management tools, which will include word processing, email, use of the WWW and electronic information retrieval systems. <p>A distinctive feature of the programme is the focus on research that permeates throughout Levels 1, 2 and 3 enhancing knowledge and understanding as well as the acquisition of learning and personal development skills. The programme also places an importance on the study of applied practice through the availability of individual modules, their content and their perspective. Students also have the opportunity to complete a period of their study abroad through the ERASMUS scheme. We currently have reciprocal links with institutions in Australia, New Zealand, Portugal, Estonia, Spain and France.</p> <p><i>(d) The programme conforms to the QAA Benchmark Statement for Unit 25 Hospitality, Leisure, Sport and Tourism within the context of programmes concerned with Sport. Our programme does deviate slightly from the Benchmark such that staff will integrate our SHS research activity throughout all three levels. This 'research active strategy' is in line with the SHS and University strategies and has been complemented by the QAA Subject Review as a particular strength.</i></p>		

13 Teaching, learning and assessment methods

More detailed description of the manner by which learning is related to assessment through assessment criteria will be found at the modular level on modular description templates. A variety of teaching and learning methods are utilised through Levels 1, 2 and 3. The underlying rationale for the teaching, learning and assessment strategy from Levels 1 to 3 is;

- the increase in depth of the subject knowledge,
- the autonomy of the learner and
- the increasing responsibility that is expected of the learner in the guidance given and the tasks set.

(a) Subject knowledge and skills

Lectures, tutor-led workshops or seminars; laboratories; essays; prepared problem-based lectures; group project; use of ELE. Assessment through seen and unseen examinations; assessed essays; portfolio work; oral presentations; dissertation; assessed group project.

(b) Core academic skills

Group project; workshops; essays; lectures; prepared problem-solving and substantive lectures; client interviewing workshops; word processing. Assessment through group project; examinations; coursework; analysis of data.

(c) Personal and key skills

Transferable skills permeate every activity within the programme content and assessment – examinations, presentations, workshops, personal profiling (PDP scheme), word processing.

14 Support for students and students' learning

At Exeter, the University Library maintains its principal collections in the main library buildings on the Streatham and St Luke's campuses, together with a number of specialist collections in certain Colleges. The total Library collection comprises over a million volumes and 3000 current periodical subscriptions. Information Technology (IT) Services provide a wide range of services throughout the Exeter campuses including open access computer rooms, some of which are available 24 hours, 7 days a week. Additionally, some Colleges have their own dedicated facilities. Helpdesks are maintained on the Streatham and St Luke's campuses, while most study bedrooms in halls and flats are linked to the University's campus network.

On the Tremough campus in Cornwall, the Learning Resource Centre contains a library of 70,000 volumes and some specialist collections. IT Services provide a range of central services, including open and training clusters of PCs (available on a 24/7 basis) within the Centre, while some Colleges have additional dedicated facilities. Network access is available from all rooms in the hall of residence on site.

It is University policy that all Colleges should have in place a system of academic and personal tutors for their students. A University-wide statement on such provision is included in the University's TQA Manual.

Additionally, the following units at Exeter between them provide a wide range of student support services:

- Student Counselling Service
- Study Skills Service
- Student Advice Centre (Guild of Students)
- International Office
- Study Abroad Office
- Education Enhancement Unit
- Student Health Centre
- Family Centre (Streatham campus)
- Chaplaincy
- English and Foreign Language Centres
- Disability Resource Centre

The University Careers Advisory Service provides expert advice to all students to enable them to plan their futures, through guidance interviews, psychometric testing, employer presentations, skills events, practice job interviews and CV preparation.

On the Tremough campus, student services are provided by the Combined Services for the University and for Falmouth College of Arts (with which the University shares the campus).

All Colleges are required to possess Student/Staff Liaison Committees, which allow students to contribute directly to the enhancement of educational and other provision at discipline level.

In addition, SHS has a dedicated careers and employability tutor to co-ordinate the interaction between the student, careers service and the discipline.

In addition, students also receive

- Induction during Welcome Week in Year 1
- Library induction sessions (Semester 1, Year 1)
- Student handbook and module guides
- Year Tutor who follows the cohort from stage 1 through to graduation
- Personal tutors – every student is allocated one whose role is to advise/assist in academic and pastoral issues. The College actively encourages students to meet with their tutor on a termly basis.. Personal tutors stay with their tutees until the completion of their degree.
- Career and employability tutor support
- Computers at the Richards' Building and Highton
- Student email
- Specific employer presentations to ESS students
- Student representation at staff meetings
- Student/Staff Liaison Committee
- Access to Teaching and Learning Support Services through study skills supervisors and the disability resource centre, which provides assistance and guidance e.g. dyslexia during each semester and periods of assessments.

Documentation:

- Sport and Health Sciences Undergraduate Handbook – for information on programmes, the structure of the SHS, general information, contact numbers
- Academic Services Booklet: Essential Guide for Students and 'Student Help' web based directory – general academic and administrative information
- Module descriptions, available throughout the study of individual modules
- Access to SHS website home page.

15 Admission criteria

Candidates must satisfy the general admissions requirements of the University. University entrance requirements for undergraduate degree programmes are found in the University of Exeter Undergraduate Prospectus. Our typical offer is intended as a guide only. We expect this to be the average offer, but may make offers at either a higher or lower level based on individual applications. The entrance requirements for the BSc (Hons) programme are as follows:

School/College leavers who have reached 17 years of age on admission:

Please refer to the latest Entry Data tables at www.exeter.ac.uk/undergraduate . These can be found under Entry Requirements within the relevant subject entries at www.exeter.ac.uk/undergraduate/degree/index.php

Mature and overseas students:

The SHS promotes the University's policies with regard to equality of opportunity. Admissions information relating to disability can be found at www.ex.ac.uk/disability/statement. Information about widening participation and mature student entry can be found at <http://www.ex.ac.uk/undergraduate/applications/index.shtml>

- Considered on an individual basis.
- Overseas students must show proficiency in the English language and have an appropriate qualification (e.g. Certificate of Proficiency in English of the Cambridge Local Examinations Syndicate, IELTS, TOEFL and other equivalent examinations).
- Mature applicants [over the age of 21] may be interviewed, and will normally be expected to have undertaken some recognised systematic course of study within the last three years [e.g. Access courses, Open University, GCE, BTEC].
- Access courses: validated access course in appropriate subject.

16 Regulation of assessment and academic standards

Each academic programme in the University is subject to agreed College assessment marking strategy, underpinned by institution-wide assessment procedures. The security of assessment and academic standards is further supported through the external examiners appointed for each programme. Their responsibilities are described in the University's code for external examiners and include access to draft papers, course work and examination scripts. Attendance at the Board of Examiners and the provision of an annual report are both required. Clear procedures are in place for the monitoring of these annual reports at both College and University level. See the University's TQA Manual for details of these procedures (<http://www.ex.ac.uk/admin/academic/tls/tqa>).

17 Indications of quality and standards

The University and its constituent Colleges draw on a range of data in their regular review of the quality of provision. The annual produced Performance Indicator Dataset details admission, progression, completion and first career destination data, including comparisons over a five-year time span. The SHS underwent an externally audited Programme Subject Review in 2006 and a Quality Assessment Agency review in 2001 when the subject provision was approved.

18 Methods of evaluating and improving quality and standards

The University has procedures in place for the regular review of its educational provision, including the annual review of both modules and programmes which feedback from such sources as external examiners' reports, student evaluation, student achievement and progression data. In addition, subject areas are reviewed every three years through a subject and programme quality review scheme (Periodic Subject Review) that includes external input. These procedures are recorded in codes of practice obtained in the TQA Manual.

Certain programmes are also subject to review and/or accreditation by professional and statutory bodies, while nearly all subject areas are reviewed from time to time by the national Quality Assurance Agency for HE; see the QAA web site for all review reports on subjects at Exeter.

In addition the SHS provides:

- Annual module reviews by module leader
- Student questionnaires about the module SHS Learning and Teaching Focus Group SHS Executive
- Peer teaching observation

Committees with responsibility for monitoring and evaluating quality and standards:

- SHS Learning and Teaching Focus Group, meets termly, reports to SHS Executive
- Student/Staff Liaison Committee
- Faculty of Undergraduate Studies

Mechanisms for gaining student feedback on quality of teaching and their learning experience:

- Module questionnaires SHS Learning and Teaching Focus Group SHS Executive
- Student/Staff Liaison Committee
- Personal Tutor system
- Consultation times by lecturers
- NSS

The subject area has also been subjected to review by the national Quality Assurance Agency for HE.