

Programme Specification

1. Awarding body	University of Surrey
2. Teaching institution (if different)	University Centre Farnborough Farnborough College of Technology
3. Final award	BSc Hons Sport Science (Human Performance) BSc Hons Sport Science (Sport Coaching)
4. Programme title/route/pathway	
5. Subsidiary award(s) and title(s)	Certificate of Higher Education in Sport Science (Human Performance) Certificate of Higher Education in Sport Science (Sport Coaching) Diploma of Higher Education in Sport Science (Human Performance) Diploma of Higher Education in Sport Science (Sport Coaching) BSc (Ordinary) in Sport Science (Human Performance) BSc (Ordinary) in Sport Science (Sport Coaching)
6. FHEQ Level	Level 6
7. Credits and ECTS credits	360
8. Name of Professional, Statutory or Regulatory Body (PSRB)	The Register of Exercise Professionals (REPs) 'Skills Active'
9. Date of last accreditation (if applicable)	April 2013
10. Mode of study	Full-time Part-time
11. Language of study	English
12. UCAS Code	Human Performance C601 Sport Coaching C610
13. QAA Subject benchmark statement (if applicable)	QAA Hospitality, Leisure, Sport and Tourism Honours Degree Benchmark Statement (2008), with the subject knowledge relating to the Sport topics.
14. Other internal and / or external reference points	N/A
15. Faculty and Department/School	School of AHS
16. Programme Director	Ian Hamilton
17. Date of production/revision of the specification	April 2015
18. Educational aims of the programme	<ol style="list-style-type: none"> 1. Provide students with an understanding of the subject specific knowledge, as well as the analytical and critical skills of working in the Sport Science, Human Performance and Sport Coaching/PE teaching fields. Provide a comprehensive and well-balanced programme of vocationally-focused education at honours degree level. 2. Provide students with enhanced practical and professional skills and thus prepare students effectively for professional employment, postgraduate study in Sport Science, Human Performance and Sport Coaching and entry to initial teacher training.

<p>3. Provide an integrated, stimulating and intellectually challenging programme of study which reflects the changes in structure and focus of an intrinsically adaptive industry and society.</p> <p>4. Prepare students for careers in human performance, elite athlete conditioning, sport coaching employment, or for post graduate/teacher training study.</p>	
<p>19. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:</p>	
<p>Knowledge and understanding</p> <p>k1 anatomy & physiology relating to sport and exercise science</p> <p>k2 diet and nutritional analysis</p> <p>k3 biomechanics and kinesiology</p> <p>k4 psychology of exercise behaviour and sports' performance (SC)</p> <p>k5 lifestyle & health issues</p> <p>k6 exercise adaptation for special populations</p> <p>k7 managing exercise environments</p> <p>k8 event management and promotion</p> <p>k9 qualitative and quantitative research methods</p> <p>k10 laboratory techniques for physiological assessment</p> <p>k11 sports coaching principles (SC)</p> <p>k12 advanced instruction and applied exercise instruction methods</p> <p>k13 information sources</p>	<p>Teaching and learning strategies</p> <p>lecture based and individual presentations</p> <p>laboratory practicals</p> <p>individual and group exercise instruction</p> <p>individual and group project work</p> <p>use of MOODLE and internet resources</p> <p>Assessment</p> <p>formal examination</p> <p>assessed practical work</p> <p>assessed coursework / assignments</p> <p>assessed oral presentations</p> <p>live case study</p> <p>dissertation</p> <p>e-assessments on MOODLE</p> <p>practical sport coaching assessments</p>
<p>Skills and other attributes - <i>Intellectual / cognitive skills</i></p> <p>I1 use appropriate assessment techniques</p> <p>I2 develop exercise regimes for clients through the application of knowledge & understanding of all relevant physiological & other factors</p> <p>I3 apply operational & management strategies</p> <p>I4 develop the capacity to examine a problem critically</p> <p>I5 undertake literature searches to produce fully referenced reports</p> <p>I6 recognise and respond to moral, ethical, health and safety issues (SC)</p>	<p>Teaching and learning strategies</p> <p>promoted through lectures, practical work, report writing and directed reading</p> <p>dissertation preparation and planning</p> <p>Assessment</p> <p>a mix of formal examination, coursework assignments, and practical demonstrations. The overall range of assessment provides the opportunity for the student to demonstrate the ability to analyse problems and propose solutions in a clear, logical and structured manner.</p> <p>Dissertation and poster presentation</p>
<p>Skills and other attributes - <i>Professional practical skills</i></p> <p>P1 competence in exercise / individual sports (SC)</p> <p>P2 competence in fitness environment / gym practices</p> <p>P3 assess client's' needs, analyse data and propose improvements</p> <p>P4 monitor and evaluate sports performance in laboratory and field settings (SC)</p> <p>P5 apply appropriate statistical tests</p> <p>P6 possess appropriate communication skills</p> <p>P7 familiarity with ICT and computing tools</p> <p>P8 research information to support ideas</p> <p>ability to contribute to business & management</p>	<p>Teaching and learning strategies</p> <p>laboratory classes</p> <p>exercise studio & gym workshops</p> <p>individual and group project work</p> <p>case study analysis</p> <p>individual & team practical sport</p> <p>Assessment</p> <p>laboratory, gym and studio reports</p> <p>practical sport examination</p> <p>dissertation and poster presentation</p> <p>included as part of the overall assessment for appropriate modules</p>
<p>Skills and other attributes - <i>Key / transferable skills</i></p> <p>G1 use of scientific evidence and logical thought in the presentation of ideas</p> <p>G2 use of general ICT tools</p> <p>G3 evaluating information and requirements</p> <p>G4 effective oral and written communication skills (SC)</p> <p>G5 time management</p> <p>G6 teamwork (SC)</p> <p>ability to self appraise and reflect on practice (SC)</p>	<p>Teaching and Learning strategies</p> <p>development of transferable skills permeates the programme at all levels</p> <p>oral seminar presentations</p> <p>laboratory, tutorial and practical activities promoting interaction at peer and tutor level</p> <p>practical group work</p> <p>Assessment</p> <p>included as part of the overall assessment for appropriate modules</p>

20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All students are initially registered for 3 years.

The BSc Sport Science (Human Performance) or the BSc Sport Science (Sport Coaching) programmes are studied over three academic years full-time and up to six years part-time.

On successful completion of the programmes, students may apply progress to Master's degree levels.

The Programmes are divided into modules. All taught modules are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Progression from Level 4 to Level 5 is in accordance with current University of Surrey regulations.

In order to progress to FHEQ Level 5 students must have achieved 120 credits at Level 4.

In order for students to progress to FHEQ Level 6 they are required to achieve a minimum of 120 credits at Level 5.

The Dissertation module is worth 30 credits and takes place in semester 2 of the final year.

21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Data supplied by an external source for student analysis which contributes to an assessment	
Guest / external / associate lecturer (please detail the extent of their contribution, i.e. do they mark?)	✓
Professional Training Year (PTY)	
Placement, study or work placement outside of the PTY (please indicate if this is one day, one month, six months, a year etc)	✓
Clinical Placements (that are not part of the PTY Scheme)	
ERASMUS Study (that is not taken during Level P)	
Study exchanges (that are not part of the ERASMUS Scheme)	
Dual Degree	
Joint Degree	

Further information

Teaching of modules on the programme is enriched by guest lecturers working in the industry. Specifically, the Advanced Strength and Conditioning module at Level 6 is supported by the strength and conditioning coach for UK Badminton and the Applied Exercise and Performance Psychology and the Psychology in Sport and Exercise Settings modules at Levels 6 and 5 respectively, are supported by a practicing sport psychologist.

There is a placement module in both pathways at Level 6. It is anticipated that students undertaking the Sport Coaching pathway will take up coaching opportunities with local schools in collaboration with Soccer Coaching Ltd (SCL).

22. Criteria for admission

As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of their ability to pursue successfully the Honours Degree programme.

- a. In the case of applicants who will not have attained 21 years of age on entry, the entry

requirements will be: UCAS Tariff of 180 in acceptable subjects such as The Extended Diploma in Sport (Exercise Science) or A Levels in PE, Human Biology, Chemistry or Maths for example.

- b. Mature applicants without formal qualifications who will be 21 years of age or over on admission who can provide satisfactory evidence of their ability to pursue successfully the Honours Degree Course usually after an interview and written tests as appropriate.
- c. Mature applicants successfully completing an approved Professional Development Programme of study in a related subject.
- d. Non-standard entry applications will be welcomed and will be judged on individual merits. This will usually involve an interview and may involve written tests.

23. Assessment regulations

Please click on the following link for the full regulations

(http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm)

All programmes within the University of Surrey adhere to the Regulations. All taught programmes also reference and follow the *Code of practice for assessment and feedback*.

24. Support for students and their learning

Students will be provided with help and advice including; induction, allocated personal tutors, project supervision, central learning support services and careers advice.

Students will be supported in accessing suitable placements. As it is likely their chosen placements will be specific to their interests they will be encouraged to investigate and approach placements independently. Support will be offered to students who struggle to find a suitable placement. This support will be provided by the student's personal tutor and the Placement Co-ordinator who is currently responsible for placing all Level 3 Extended Diploma students in suitable placements and has a bank of suitable placements which has been developed over a number of years.

25. Quality management – indications of quality and the methods for evaluating and improving quality

The College operates appropriate quality processes approved by the University. A quality framework sets out the operation of the processes.

Mechanisms for review of teaching and learning standards, curriculum content and assessment

- Student programme review
- Board of Study, a staff /student board to review, evaluate and recommend action for course of study
- Classroom observation by School management team
- Revalidation Panels (quinquennial & interim review) involving University and external members
- External examiner's report
- Annual Quality Improvement Plan (QIP), School and Course Self-Assessment reports (SAR)
- Placement Mentors' Forum

Committees with responsibility for monitoring and evaluating quality and standards

- Board of Study

- Programme Examination Board
- College Examination Board
- College Internal Validation Committee
- College Academic Standards Committee
- College Teaching and Learning Committee
- College Student Services Committee
- College Academic Board
- Validation Panels

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

- Student representatives elected for each year of the course
- Student programme review
- Board of Study
- Student questionnaires; induction and entry, programme review, destination survey

Staff Development priorities

- All staff must attain a recognised teaching qualification
- College staff development courses
- Courses, seminars and conferences to update specific knowledge on related issues
- All staff must be DBS checked

26. Further information

Further information can be found on our webpages at <http://intranet.farn-ct.ac.uk/HE> (for example the Key Information Set), and within the programme handbook, which is provided on entry to the programme.

The *Regulations* and *Codes of practice* for taught programmes can be found at

http://www.surrey.ac.uk/quality_enhancement/regulations/index.htm

http://www.surrey.ac.uk/quality_enhancement/standards/index.htm