Programme Specification for Undergraduate Programme Leading to:
BSc Sport, Health and Exercise Sciences
BSc Sport, Health and Exercise Sciences with Placement

*Applicable for all undergraduate students **starting at FHEQ Level 4** in 2021/22*

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	*May 2021*	*2021/22 version of programme spec created with no changes*	*BT*

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health and Life Sciences, Department of Life Sciences, Division of Sport, Health and Exercise Sciences
4. Contributing College/Department/Division/ Associated Institution	LBIC for Alternative Foundation Year and Level 4 (see section 25)
5. Programme accredited by	British Association of Sport and Exercise Sciences (TBA)
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Sport, Health and Exercise Sciences (FHEQ Level 6) BSc (Hons) Sport, Health and Exercise Sciences with Placement (FHEQ Level 6)
7. Programme title	Sport, Health and Exercise Sciences BSc Sport, Health and Exercise Sciences BSc with Placement
8. Programme type (single honours/joint)	Single honours
9. Normal length of programme (in months) for each mode of study	36 months (full-time or compressed sandwich), 48 months (thick sandwich)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	None for standard levels For LBIC entry see: “LBIC Life Sciences Foundation” “LBIC First Year University Studies in Sport Sciences and Sport Sciences with Business Studies”
12. Modes of study	Full-time, thick sandwich, compressed sandwich
13. Modes of delivery	Standard
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in Sport, Health and Exercise Sciences (FHEQ Level 4)

	Diploma in Higher Education in Sport, Health and Exercise Sciences (FHEQ Level 5) Diploma of Higher Education in Sport, Health and Exercise Sciences with Placement (FHEQ Level 5) BSc (Ord) Sport, Health and Exercise Sciences (FHEQ Level 6) BSc (Ord) Sport, Health and Exercise Sciences with Placement (FHEQ Level 6)
15. UCAS Code	C607
16. HECoS Code	100433 (Sport Health and Exercise Sciences)
17. Route Code	3M44USPHEXSC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education QAA Subject Benchmark Statement (Events, Hospitality, Leisure, Sport and Tourism, 2016) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page. British Association of Sport and Exercise Sciences (BASES) Undergraduate Endorsement Scheme Application Guidelines
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on the University's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	Students enrolling on this programme and its counterpart, Physical Education, Coaching and Sport Development will complete the same FHEQ Level 4 study/modular blocks, but at FHEQ Level 5 they will have the opportunity to choose their programme of study, irrespective of the one on which they originally enrolled. At the end of FHEQ Level 5, students will select FHEQ Level 6 modular block options according to their personal preferences and strengths. For students enrolled on the 'with Placement' (thick sandwich or compressed sandwich) programmes, there are comprehensive study guides that detail the aims and requirements of the associated modular blocks (SP2555 and SP2556 & SP2557, respectively). In preparation for their placement, students at FHEQ Level 5 must engage in a series of workshops (study blocks SP2551 and SP2552 & SP2553, respectively). Successful completion of the modular blocks leads to the award of the degree 'with Placement' (either SP2555 or SP2556 & SP2557). The University has a specialist Professional Development Centre, staffed on a full-time basis year-round, in order to help students find suitable placements. Within the Professional Development Centre is a team of Placement Officers who work with organisations to establish work placement opportunities and provide a service to students to help them secure a placement that is relevant to their programme of study. Those who wish to source their own placement are also encouraged to do so, subject to approval by the Professional Development Centre and the Academic Placement Convenor. While on placement, each student is assigned an Academic Placement Tutor, a member of

	academic staff who ensures that the placement is proceeding well and offers pastoral support, advice and guidance regarding the placement learning and assessment processes.
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	https://www.brunel.ac.uk/sport-health-and-exercise-sciences/undergraduate-courses

23. EDUCATIONAL AIMS OF THE PROGRAMME

The primary aim of this programme is for graduates to obtain a BASES-accredited degree that will bestow the knowledge and skills required for successful careers in the Sport, Exercise, Physical Activity, Health and Leisure sectors; and for them to be well-rounded and versatile competitors in graduate job markets. To this end, we aim for our graduates to be:

- Independent and critical thinkers;
- Knowledgeable and confident communicators;
- Effective collaborators, managers and leaders;
- Digitally literate consumers and producers of information;
- Analytical investigators;
- Reflective and adaptive learners;
- Ethically, socially and commercially aware global citizens; and
- Skilful researchers/practitioners.

In order to achieve the above, we aim to do the following:

- Use research-led teaching to develop students' knowledge and understanding of sport, health and exercise sciences research, such that they will be strong candidates for postgraduate study options;
- Draw students' attention to pertinent contemporary issues and future directions in sport, health and exercise sciences research and practice, so they are aware of their potential career opportunities;
- Encourage students to seek out and interrogate high-quality evidence from a variety of sources and disciplines, in order to formulate robust questions, theories and arguments;
- Illustrate how multidisciplinary and interdisciplinary approaches to understanding and enhancing sport performance and physical activity for health are vital for effective research and praxis;
- Make students aware of the sophisticated interrelationships between theory and practice, and how they can draw on theory to inform and enhance their applied practice;
- Give students multiple opportunities to communicate and work with peers, academics and other professionals in a variety of roles and contexts;
- Provide students with the basis to monitor and develop their personal and professional development throughout their studies and beyond;
- Enable students to critically reflect on their societal contributions and impact, through experiential learning and volunteering activities;
- Develop students' ability to engage with digital media in socially responsible, commercially aware and innovative ways;
- Cultivate a wide range of transferable skills in our students; skills that can be used in a variety of employment and postgraduate study contexts; and
- Prepare them to be fully self-directed and independent lifelong learners.

Additionally, for students registered on 'with Placement' we will encourage them to:

- Undertake full- or part-time employment in which they must work both collaboratively and autonomously;
- Take on workplace roles and/or challenges that they otherwise would not have undertaken;
- Acquire commercial and transferable skills that are highly valued by graduate employers, both within and outside of the sector;
- Adopt an academically grounded approach to critically reflect on how their professional experiences have influenced their employability; and
- Develop and extend their professional networks, through face-to-face and online interactions

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Year and FHEQ level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	**Learning Outcome**	**Associated Assessment Blocks Code(s)**	**Associated Study Blocks Code(s)**	**Associated Modular Blocks Code(s)**
Year 1 and FHEQ Level 4					
4	K	Recognise the structure and function of bodily systems as they relate to sport, exercise and physical activity contexts			SP1604 SP1606
4	K	Give examples of antecedents, mediators and consequences of health and wellbeing, exercise and physical activity behaviour and/or sport performance			SP1602 SP1608 SP1600 SP1609
4	K	Describe the influence of local, national and global policies, practices and environments on sport and exercise participation and physical activity levels			SP1602 SP1608 SP1609
4	K	Acknowledge the influence of ethical issues, relevant legislation and/or professional codes of conduct on research/practice		SP1706	SP1608 SP1609
4	C	Appraise the scientific rigour and quality of research processes, outcomes and/or reporting in sport, exercise and physical activity contexts		SP1706	SP1604 SP1606 SP1600
4	C	Apply evidence-based problem-solving and reasoning to address research questions		SP1706	SP1602 SP1600
4	C	Monitor their own learning and CPD through planning, organisation, critical self-reflection and/or management of digital reputation, identity and networks		SP1706	SP1603 SP1608

4	S	Obtain, analyse, evaluate, manage and/or communicate primary research data		SP1706	SP1604 SP1602 SP1606 SP1608 SP1600
4	S	Communicate in a way that is appropriate for non-academic audiences, using a variety of media		SP1706	SP1603 SP1600
4	S	Work effectively as part of a team			SP1604 SP1600

Year 2 and FHEQ Level 5					
5	K	Outline key theories and concepts that describe antecedents, processes and consequences of sport, exercise and/or physical activity participation	SP2821		SP2604 SP2603 SP2605 SP2606 SP2607
5	K	Critically appraise practical issues, relevant legislation and/or professional codes of conduct that govern research conduct and/or applied practice	SP2821	SP2720 SP2551 SP2552 SP2553	SP2600 SP2603 SP2606 SP2607 SP2556 SP2557 SP2555
5	K	Demonstrate working knowledge and understanding of an identified workplace, including its culture		SP2551 SP2552 SP2553	SP2600 SP2607 SP2556 SP2557 SP2555
5	C	Assess the scientific rigour and integrity of research processes, outcomes and/or reporting in sport, exercise and physical activity contexts	SP2821 SP2820	SP2720	SP2604 SP2605 SP2606 SP2607
5	C	Employ evidence-based problem-solving and reasoning to answer research questions and/or real-world challenges	SP2821 SP2820	SP2720	SP2600 SP2603 SP2605 SP2606 SP2607 SP2556 SP2557 SP2555
5	C	Use research knowledge, understanding and skills to systematically appraise a workplace environment		SP2720 SP2551 SP2552 SP2553	SP2556 SP2557 SP2555
5	C	Scrutinise their own learning and CPD through planning, organisation, critical self-reflection and/or management of digital reputation, identity and networks	SP2821	SP2720 SP2551 SP2552 SP2553	SP2600 SP2556 SP2557 SP2555
5	S	Communicate in a professional and articulate manner that is appropriate for non-academic audiences, using a variety of media		SP2720	SP2600 SP2603 SP2606 SP2607 SP2556

					SP2557 SP2555
5	S	Systematically obtain, analyse, evaluate, manage and/or communicate primary research data	SP2821 SP2820	SP2720	SP2604 SP2605 SP2606 SP2607 SP2556 SP2557 SP2555
5	S	Employ evidence-based and systematic approaches to evaluate and enhance performance in sport and exercise settings, using relevant technology where appropriate		SP2720	SP2604 SP2605 SP2606 SP2607
5	S	Work effectively as part of a team to meet agreed objectives			SP2605 SP2606 SP2556 SP2557 SP2555
Year 3 and FHEQ Level 6					
6	K	Discuss multidisciplinary antecedents, mediators and consequences of health and wellbeing, exercise and physical activity behaviour and/or sport performance and their interaction			SP3608 SP3604 SP3609 SP3606 SP3600 SP3610
6	K	Predict practical issues, relevant legislation and/or professional codes of conduct that might influence their research conduct and/or applied practice			SP3605 SP3606 SP3600 SP3610
6	C	Assess the scientific rigour and integrity of research processes, outcomes and/or reporting in sport, exercise and physical activity contexts			SP3608 SP3604 SP3609 SP3606 SP3600 SP3610
6	C	Use high-level and evidence-based problem-solving and reasoning to address pertinent research questions and/or real-world challenges			SP3608 SP3604 SP3609 SP3606 SP3600 SP3610
6	C	Evaluate the impact of their activities and experiences to date, on their employability and CPD			SP3605 SP3600
6	S	Communicate in a professional and articulate manner that is appropriate for non-experts, using a variety of media			SP3605 SP3606 SP3600 SP3610
6	S	Systematically obtain, analyse, evaluate, manage and/or communicate primary research data			SP3608 SP3604 SP3609 SP3600 SP3610

6	S	Employ evidence-based and systematic approaches to evaluate and enhance performance in sport and exercise settings, using relevant technology where appropriate			SP3608 SP3609 SP3606 SP3610

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The teaching and learning strategy is to foster self-directed active learning that is both deep and strategic, using a combination of online lectures/preparatory activity, independent reading, guided discovery tasks, lectures, webinars/seminars and workshop activities which incorporate team-based and problem-based learning approaches. Research-led teaching is omnipresent in delivery at all levels, as is an emphasis on transferability of knowledge and skills to workplace settings.

Using 'flipped classroom' and 'blended learning' approaches, didactic material is made available to students in a variety of forms including lecture capture, podcasts, vodcasts and preparatory reading tasks, sometimes including guided discovery elements. Where possible, staff will refer students to their own research outputs.

Lectures and seminars are designed to operate as a dyad, to develop students' awareness, understanding and critical appreciation of peer-reviewed literature, via a progression from didactic instruction and large-group Q&A, through small-group breakout activities and seminars. This approach will encourage students to think more deeply about the subject material, before they are given the opportunity to apply it.

Team-based learning (TBL) is central to exploring and developing students' understanding of contemporary themes, research questions and theories, and is quintessentially 'research-led teaching' – i.e., delivered by experts in the subject matter. This format, together with a focus on assessments, enables the student to learn from their independent activities, from academics and from their peers, with regular opportunities for both formal and informal feedback; hence, it is highly formative. It is also typically applied/problem-focused – i.e., there is a research or real-world challenge they must address. Collaborative research project work, which is a prominent feature of this programme, is an important vehicle for TBL and formative assessment accordingly, as students can frequently revisit and use feedback from peers and academic staff.

The completion of the e-portfolio at all levels is supported by personal tutors and enables students to document their personal and professional development. It also serves as a platform to make intellectual connections between various elements of the programme; this is reinforced by research methods and data analysis study blocks that support delivery and assessment across multiple subject areas.

Much of the above embodies the notion of learning communities, a concept that is also made explicit within and across levels: Peer-Assisted Learning (PAL) is an opportunity for FHEQ Levels 5 and 6 students to act as mentors to students in earlier levels; FHEQ Level 5 students have the opportunity to be participants in final year students' research projects; and all FHEQ Levels 4 and 5 students are encouraged to attend a poster conference in which final year students present their research.

Students are also given explicit opportunities to prepare for the job market, by engaging in work-related activities, shadowing and networking with alumni.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

The summative assessment strategy is based on several key principles; namely that:

1. Assessment formats should be inclusive and accessible in their design;

2. Students should be introduced to the various assessment formats early in their studies (e.g., at Level 4);
3. Summative assessment should only occur after multiple formative opportunities to develop the relevant knowledge, understanding and skills;
4. Summative assessments collectively enable students to clearly demonstrate that they have met all programme-level learning outcomes; and
5. The assessment portfolio covers a variety of skills that not only transfer to real world settings, but also clearly evidence the students' employability.

This strategy is manifested in a suite of assessments that is focused on five broad assessment types:

1. Reviews and reflections
2. Case studies/e-portfolios
3. Project work and reports
4. Presentations
5. Exams

There is also a progression, in terms of an increase in the volume of presentations and teamwork from Level 4 to Level 5, together with a greater emphasis on project work. The aim is to develop students' ability to meet all relevant learning outcomes for their final year project, and to increasingly develop transferable skills.

The volume of exams diminishes over the course of the programme, as exams are somewhat limited in their ability to enable demonstration of varied learning outcomes and transferable graduate skills.

The e-portfolio assessments are a vehicle for students to document their personal and professional development over the course of the programme, in a way that will enable them to showcase themselves to prospective employers and collaborators.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left-hand column;

- **Optional block:** one which students choose from an 'option range'. These will be listed in the right-hand column**;**

- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB3000 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Level
A Foundation Level structure is specified in document "Validated Programme Element Specification for LBIC Life Sciences Foundation. This document also specifies the admission and progression requirements.

Year 1 and FHEQ Level 4	
Compulsory assessment block codes, titles and credit	**Optional assessment block codes, titles and credits**
Compulsory study block codes, titles and credit volume SP1706 Introduction to Research Methods and Data Analysis (20)	**Optional Study block codes, titles and credit volume**
Compulsory modular block codes, titles and credits SP1604 Introduction to Biomechanics (20) SP1603 Personal and Professional Development (10) SP1602 Physical Activity, Health and Wellbeing (10) SP1606 Fundamentals of Human Anatomy and Physiology (20) SP1608 Pedagogy and Policy in Physical Education and Sport (20) SP1600 Introduction to the Psychology of Sport and Exercise (20) SP1609 Sport Development Issues and Policy (20)	**Optional modular block codes, titles and credits**
An alternative Level 4 structure is specified in document "Validated Programme Element Specification for LBIC First Year University Studies in Sport Sciences and Sport Sciences with Business Studies". This document also specifies the admission and progression requirements.	
Year 1 and FHEQ Level 4 Progression and Award Requirements **As per Senate Regulation 2**	

Year 2 and FHEQ Level 5

Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
SP2821 Final Year Project Proposal (10) SP2820 (Qualitative and Quantitative Research Methods and Data Analysis Exam (10)	
Compulsory study block codes, titles and credit volume	**Optional Study block codes, titles and credit volume**
SP2720 Developing Research Methods and Data Analysis Skills (20)	
Compulsory modular block codes, titles and credits	**Optional modular block codes, titles and credits**
SP2604 Biomechanics of Human Movement (20) SP2600 Graduate and Transferable Skills (10) SP2603 Physical Activity, Health and Wellbeing in the Life Course (10) SP2605 Physiology of Sport and Exercise (20) SP2606 The Psychology of Sport, Exercise and Physical Activity: Theory and Application (20) SP2607 The Application of Sport Science to Coaching: Working with Individuals (20)	
Year 2 and FHEQ Level 5 Progression and Award Requirements **As per Senate Regulation 2**	

Year 2 and FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	**Optional assessment block codes, titles and credits**
Compulsory study block codes, titles and credit volume For students studying 'with placement' as a thick sandwich: SP2551 Pre-placement (zero) taken in year 2 OR For students studying 'with placement' as a compressed sandwich: SP2552 Pre-Professional Experience I (zero) taken in year 1 AND SP2553 Pre-Professional Experience II (zero) taken in year 2	**Optional study block codes, titles and credit volume**

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
For students studying 'with placement' as a thick sandwich: SP2555 Work Placement (120) taken in year 3 OR For students studying 'with placement' as a compressed sandwich:: SP2556 Professional Experience I (60) taken in summer of year 1 AND SP2557 Professional Experience II (60) taken in summer of year 2	
Year 2 and FHEQ Level 5 Placement Progression and Award Requirements **As per Senate Regulation 2** For Diploma in Higher Education in Sport, Health and Exercise Sciences with Placement: SP2555 will contribute 25% of the Year 2 and FHEQ Level 5 profile and 8.33% of the overall degree calculation; or SP2556 and SP2557 together will contribute 25% of the Year 2 and FHEQ Level 5 profile and 8.33% of the overall degree calculation.	

Year 3 and FHEQ Level 6	
Compulsory assessment block codes, titles and credits	**Optional assessment block codes, titles and credits**
Compulsory study block codes, titles and credit volume	**Optional study block codes, titles and credit volume**
Compulsory modular block codes, titles and credits SP3605 Employability and Professional Development (10) SP3604 Issues in Physical Activity, Health and Wellbeing in the Life Course (10) SP3600 Advanced Research Methods and Data Analysis: Final Year Project (40) Core: Block	**Optional modular block codes, titles and credits** Students choose 60 credits from: SP3608 Advanced Biomechanics of Sport, Exercise and Physical Activity (20) SP3609 Physiological Limitations of Human Performance (20) SP3606 Applied Sport and Exercise Psychology (20) SP3610 The Application of Sport Science to Coaching: Working with Teams (20)
Year 3 and FHEQ Level 6 Progression and Award Requirements **As per Senate Regulation 2** For Sport, Health and Exercise Sciences BSc with Placement: SP2555 will contribute 8.33% of the overall degree calculation; or SP2556 and SP2557 together will contribute 8.33% of the overall degree calculation.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.