BSc (Hons) Sport & Exercise Science

Programme Specification

Primary Purpose:
Course management, monitoring and quality assurance.

Secondary Purpose:
Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:
The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Contents

Programme Specification

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1. Named Awards

BSc (Hons) Sport & Exercise Science

2. Course Code (and UCAS Code if applicable)

Course Code: C2325S/P
UCAS Code: C600

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

British Association of Sport & Exercise Sciences

SkillsActive

6. QAA Benchmark Groups

Hospitality, Leisure, Sport & Tourism

7. Document Control Information

June 2016

8. Effective Session

2016-2017

9. Author

Dr Chris Mills

10. Faculty

Faculty of Science

11. Department

Department of Sport & Exercise Science

12. Educational Aims

The BSc Programme:

The global aim for this programme is to provide students with a multidisciplinary approach as to how science can benefit sporting performance

Specific aims:

- To develop knowledge and understanding of the human responses and adaptions to sport and exercise
- To develop knowledge and understanding of the scientific principles through the study of the performance of sport and its enhancement, monitoring and analysis
- To produce graduates with a firm theoretical and practical grounding in their subject area
- To provide student choice within a flexible curriculum framework
- To provide students with a multi-disciplinary framework to the study of sport and exercise and to introduce an inter-disciplinary approach
- To equip students with a broad range of academic, personal development and enterprise skills.
- To provide students with the opportunity to specialise in particular facets of sports science
- To develop awareness in relation to ethical issues in sport, human performance and human experimentation
- To create a stimulating, friendly and supportive environment for students

13. Reference Points

The degree programme is primarily concerned with the analysis and enhancement of sporting and exercise performance from both a performer and scientist perspective. To reflect the varying areas explored in this domain, there are four main themes to the course which include: Exercise and Health Physiology, Sport and Exercise Psychology, Kinesiology and Biomechanics, and Research Methods and Skills in Higher Education. It is deemed by the Department that a thematic approach enables students to study the science of sport from a multi-disciplinary perspective whilst having an introduction to inter-disciplinary study.

In particular, the programme has been designed with the following QAA benchmark elements relating to “Hospitality, Leisure, Sport and Tourism” (2008) in mind. The criteria state that a programme should, *inter alia*, enable students to:

1. Demonstrate an understanding of the philosophical basis of scientific paradigms (p.16. section 5.4)
2. Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies (p.16. section 5.4)

Subject specific guidelines are contained on page 21 in Section 6.16 of the QAA Subject Benchmarking document (2008). Seven learning outcomes are listed under the two (out of 5) study areas listed below with the note that “institutions will demonstrate that a programme of study has adequate coverage of one or more of the 5 study areas”:

1. The study of human responses to sport and exercise
2. The study of the performance of sport and its enhancement, monitoring and analysis

In May 2016 the department’s sport and exercise science course received re-endorsement from the British Association of Sport and Exercise Sciences (BASES) through their Undergraduate Endorsement Scheme (BUES). BASES is *the* recognised professional body in the UK for individuals

working in the field of sport and exercise science. In receiving the re-endorsement, the course is acknowledged to adhere to the five BUES general principles:

1. Programmes should provide undergraduates with a multi-disciplinary experience of sport and exercise sciences including coverage of relevant areas of Biomechanics, Physiology and Psychology. Such a multidisciplinary focus is important to ensure that all sport and exercise scientists have grounding in the fundamental disciplines recognised by the Association.
2. In addition to the multi-disciplinary nature of the programme of study, students should be given the opportunity to experience interdisciplinary study. These first two requirements mirror the philosophical core of sport and exercise science.
3. Students need to have opportunities to develop laboratory/practical skills in each of the disciplines in appropriately equipped and maintained facilities.
4. Students must be introduced to issues linked to professional practice by staff with recent experience of work in the field of sport and exercise science.
5. Students should be trained in research and inquiry methods and should subsequently also engage in a period of independent study in the field of sport and exercise science. As a professional body in a science discipline BASES views it as *essential* that graduate members have an understanding of scientific methods, research design and practice.

Overall programme learning outcomes and their relation to the Framework for Higher Education Qualifications (August, 2008)

On completion of this programme of study, the expectation is that students will be able to demonstrate:

1. A systematic understanding of key aspects of their field of study including acquisition or coherent and detailed knowledge (FHEQ – p18-19)
2. An ability to deploy accurately established techniques of analysis of enquiry within a discipline (FHEQ – p18-19)
3. A conceptual understanding that enable the student to devise and sustain arguments, solve problems, using ideas and techniques and to describe and comment upon particular aspects of current research (FHEQ – p18-19)
4. The ability to manage their own learning and make use of scholarly reviews and primary resources (FHEQ – p18-19)
5. The applications of methods and techniques that they have learned to review , consolidate, extend and apply their knowledge and understanding and to initiate and carry out projects (FHEQ – p18-19)
6. The ability to critically evaluate arguments, assumptions and abstract concepts, to make judgements on a problem. (FHEQ – p18-19)
7. The ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
8. The qualities and transferable skills necessary for employment

Other reference points include the University of Portsmouth Curricula Framework Document, the QAA Code of Practice for Assurance of Academic Quality and Standards in Higher Education & the research & scholarship of staff.

The programme also meets the newly revised National Occupational Standards in exercise and fitness, and is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Wellbeing and recognised as an industry award by the Register of Exercise Professionals (REPs).
Membership of REPs is a requirement for the Fitness Industry Association (FIA) Code of Practice and assures employers that the appropriate skills and competencies have been achieved. The course embeds the Level 3 Exercise Referral in a Level 6 unit (Physical Activity Exercise and Prescription). Further information regarding requirements can be found at http://www.skillsactive.com/endorse-your-training/higher-education/item/3239.

14. Learning Outcomes

A. Knowledge and Understanding of:

1. Basic concepts, principles and terminology underpinning the study of sport and exercise science
2. Human responses and adaptations to sport and exercise interventions in a range of populations
3. How sporting performance can be measured, analysed and enhanced
4. Biomedical factors affecting exercise and sports performance
5. Research design and statistical techniques used in human experimentation

Learning and Teaching Strategies and Methods

A variety of teaching and learning strategies will be used based on successful methods currently used within the Department of Sport and Exercise Science. For example:

- Core knowledge mainly delivered via lectures, seminars and tutorials (facilitating A1, A2, A3, A4, A5)
- Utilisation of practical / laboratory sessions to reinforce applied topic areas (facilitating A1, A2 & A3)
- The emphasis on good practice throughout the programme encourages students to utilise and appraise a variety of information sources including traditional books and journal-based literature, as well as using information technology resources such as internet based journals and human resources for the applied setting (facilitating A1, A3, A5)
- Group work / practical work will also aid students' ability to work proactively with others (e.g., 40 credit project data collections) (facilitating A2, A3 & A5)

Assessment

Assessments consist of both formative, self-assessed elements and summative elements (supporting A1). With the BSc programme exploring human responses to sport and exercise, much of the assessment includes varying artefacts. One example of such a unit would be "Introduction to Kinesiology and Biomechanics". Units such as this one require the student to examine the scientific principles underpinning exercise and sport and present their understanding as a verbal (group presentation) format (supporting A1, & A3). Such assessment methods and other more traditional methods, such as essays, lab reports, and individual presentations meet all the learning outcomes for knowledge and understanding.

B. Cognitive (Intellectual or Thinking) Skills, able to:

1. Research and synthesise information from a range of sources
2. Plan, conduct, evaluate and report a program of research
3. Analyse, evaluate, interpret and integrate data from a variety of sources
4. Formulate and test hypotheses
5. Select and use scientific techniques in a variety of situations
6. Apply theoretical knowledge in an applied sport and exercise science setting

Learning and Teaching Strategies and Methods

Intellectual skills are developed through lectures as well as practical laboratory sessions, workshops and seminars, which encourage a multi-disciplinary approach, and an introduction to an inter-disciplinary approach, for the scientific study of sport and exercise which are designed to develop an independent approach to learning.

- In addition to other units, the “Research Methods 2” unit allows students to utilise previously learned theory into an actual research situation where a range of cognitive skills are used. Such skills are also evident within the final year project where independent and autonomous research is required, particularly with reference to formulating and testing hypotheses (facilitating B1-B6).
- Practical based work (laboratories and workshops) requiring data collection for subsequent analysis and presentation (e.g., Sport and Exercise Physiology, Tools of Biomechanical Analysis) require specific research and analysis strategies unique to the discipline involved. At the same time this also encourages students to synthesise the methods into an inter- and multi-disciplinary approach (e.g., The Science of Injury and Rehabilitation) to the scientific study of sport and exercise (supporting B1, B3 & B6).

Assessment

Assessment consists of both formative and summative elements, which include unseen examinations (including data interpretation), oral presentations and defence of work, laboratory reports, written assignments, poster presentations and project reports (supporting B1-B6).
Specifically, the link between the Research Methods 2 (Level 5) and the Project (Level 6) allows the students to demonstrate their ability to hypothesise and generate research questions, employ appropriate methods of data collection and report findings effectively, thus supporting all learning outcomes.

C. Practical (Professional or Subject) Skills, able to:

1. Identify appropriate methods to monitor, examine, diagnose and take action to improve sporting performance
2. Display the appropriate laboratory and field based skills to conduct measurement and/or analytical procedures in a safe, reliable and precise manner
3. Develop well-reasoned arguments and integrate appropriate variables within a scientific report
4. Identify ethical considerations related to human experimentation

Learning and Teaching Strategies and Methods

The emphasis of the BSc is an understanding of how theory and research can benefit the applied work of a sports scientist in each of the main disciplines.

- Practical skills are developed extensively in this pathway in the key areas of physiology, psychology and biomechanics (facilitating C1 & C3).
- The multi-disciplinary nature of the course enables students to acquire a broad range and depth of laboratory skills and techniques as well as providing insight into ethical and health & safety issues (facilitating C1, C3 & C4).
- The culmination of these practical skills are invariably manifested in the final year project (facilitating C2, C3 & C4)
- The embedded vocational qualification (Level 3 Exercise Referral) and associated practical sessions enable students to acquire a broad range and depth of instructional skills and techniques as well as providing insight into ethical and health and safety issues (facilitating C1, C2, C3, C4).

Assessment

Typically, the assessment of practical and / or professional issues will follow either a report, oral and poster format. Whilst the project often requires students to follow appropriate procedures in data collection and report writing (supporting C1 – C4), alternative units have a more practical /

professional approach. For example, the third year unit "Applied Biomechanics" requires students to use laboratory equipment, collect appropriate data and provide information in an applied manner (supporting C1, C2 & C3). Other applied units (e.g., Professional Practice in Coaching and Learning) also require appropriate analysis, data collection, ethical considerations and report writing in the assessment artefact (s) (supporting C1, C2 & C4).

D. Transferable (Graduate and Employability) Skills, able to:

1. Communicate effectively using a range of media
2. Demonstrate numerical and statistical skills necessary for a scientist
3. Be competent in the use of information technology (word processing, databases, spreadsheets, statistical packages, electronic mail and internet)
4. Work independently and as part of a team
5. Identify and use the appropriate resources (human and physical) to enable the successful completion of a task
6. Manage time and meet deadlines
7. Critically reflect on their learning and demonstrate how it can be transferred to other situations

Learning and Teaching Strategies and Methods

The development of key skills is recognised as a critical feature of the programme. These skills have been identified for every unit and there is extensive coverage of all aspects of communication (D1 & D4), application of number, information technology (D2 & D3), improving own learning and performance, working with groups and problem-solving (D1-D7).

Assessment

Key skills are developed via a range of assessment mechanisms including collaborative projects, presentations, individual reports and examinations. For example "Tools of Biomechanical Analysis" requires students to work together to collect data for a skill before then independently writing a report which has both a challenge of an academic piece of work and utilising the findings in a coaching feedback report. This unit encourages students to employ application of number, information technology and communication skills (supporting D1-7). Many of the level 6 units (e.g., Project, Applied Biomechanics, Physical Activity Prescription and Promotion, Environmental & Occupation Physiology) require students to utilise their problem-solving abilities drawing from various theories and mechanisms learned from their experiences within the sub-disciplines of physiology, psychology and biomechanics (supporting D1-D7).

15. Course Structure, Progression and Award Requirements

See Unit Web Search[1] for full details on the course structure and units

The BSc (Hons) Sport and Exercise Science degree is delivered on a full time basis over four years (or three years, where the students opt out of the sandwich year).

Each level of the programme comprises a minimum of 120 credits. It is also possible to study the three-year programme through a specified part-time route where students are required to complete 60 credits in each academic year, thus students complete the part-time route over six years. The optional sandwich year is not available in part-time study mode.

[1] www.port.ac.uk/unitwebsearch

The optional sandwich year is non-credit bearing. All assessment artefacts are assessed on a pass/fail basis. Successful completion of the sandwich year will be recognised on the transcript of achievement and the student's degree certificate will state in 'sandwich mode'.

The course consists of 20-credit units (where one credit = 10 hours of learning) which span the entire academic year. The final year *Project* unit is worth 40 credits at Level 6.

Throughout the course, there are opportunities for students to follow the University elective units (e.g., Foreign Language) and these are identified within the Departmental Book of Units.

There are three intermediary exit awards:

- Certificate of Higher Education requiring 120 credits
- Diploma of Higher Education requiring 240 credits
- BSc Sport and Exercise Science requiring 300 credits

Careers education is addressed through the totality of the curriculum. Furthermore, there are a number of sessions within the Personal Tutorial System that address self-awareness, opportunity awareness, decision-making and transition learning, in addition to helping students develop their curriculum vitae. Several units (e.g., Research Methods 2, various level 6 units) cover and address employability skills, and a further mechanism by which careers education takes place is by having presentations by the Careers Service for final year students on what career opportunities there are for Sport and exercise Science graduates. Furthermore, a University Careers Fair is presented in the Autumn Term for all students to outline career opportunities and encourage them to reflect on how their experience and qualifications would facilitate future employment.

The Department has developed a Placement and Employability Group for evaluating the programme in terms of meeting the requirements of the specified field of employment. The Placement and Employability Group meet every other month and ensure that employability skills and education is embedded within the curriculum. To facilitate this process the group liaises with course leaders, the Department of Employability, Research and Knowledge Transfer, potential employers and alumni. It is also responsible for organising and delivering departmental careers fairs.

16. Employability Statement

The department has a Placement and Employability Group which meets every other month. The group is made up of academic staff with a dedicated responsibility for study visit / observation opportunities, placements and employment in the department in addition to the Science Faculty Careers advisor. Meetings with course leaders and external employers are a function of this group to ensure that the course content and structure are in line with the ever changing needs of the employment market.

At level 4, students are encouraged through personal tutorials to think about the extracurricular activities (coaching qualifications, study visits / observation opportunities) that they could get involved in during out of university delivery hours or during vacation periods to improve their employability. Furthermore, students in the first few weeks of term are introduced to the University of Portsmouth's Up for Sport Scheme which is run by the Sport and Recreation Department and provides opportunities for students to coach in the community and gain governing body qualifications at the same time (www.port.ac.uk/upforsport).

At level 5, completion of the optional sandwich year (adhering to the University and Faculty Code of Practise for Work Based and Placement Learning (2010)) provides students with the opportunity to develop specific employment related skills and global, cultural and/or organisational awareness by undertaking a relevant placement with a UK (or overseas) organisation, or through an additional year of study abroad. The sandwich year provides a more extensive and varied range of placements to be undertaken by the student, away from the university campus. Sandwich year students are allocated a Departmental Placement Tutor who verifies the suitability of the work or study abroad

placement for exercise and fitness management undergraduates, and who liaises with the student during the placement, conducts site visits and/or online tutorials where appropriate, and assists the student in identifying and evaluating the learning activities undertaken as well as attending to any welfare issues arising.

In the final year, an optional Professional Development unit is available to provide students with experience of working in a related field and learning from the experience. This unit meets the University and Faculty Code of Practise for Work Based and Placement Learning (2010). There is also an annual departmental career development award where students can apply, through a transparent competitive process, for funds to help them to enhance their employment profile through attendance and completion of career related qualifications.

The structured tutorial programme running throughout a student's degree provides several opportunities for Personal Development Planning (PDP). This centres on student's identifying their strengths, weaknesses and interests and then reflecting on what their future aims and goals are for their degree and beyond. In the final year students have a Career's talk at the start of the academic year which outlines the services available within the University (Careers Service) in addition to getting the students thinking about what they want to do after their degree and how they can best prepare themselves for those possible career or study paths.

Furthermore, a University Careers Fair is presented every other year early in the academic calendar for all students to outline career opportunities and encourage them to reflect on how their experience and qualifications would facilitate future employment.

All students are supported beyond graduation via reference writing from personal tutors and access to the Departmental Careers Tutor and University's Careers Service for support. Tutors also continue to provide informal support and advice to ex-students where requested. Graduates of the Department are also able to keep in touch through the university Alumni service. Alumni members are often invited to return to the department to support activities aimed at fulfilling our employability strategy (e.g. by giving talks to current undergraduates).

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- Excellent laboratory / teaching facilities
- Online unit and course specific resources via Moodle
- Laboratory/teaching facilities

18. Admissions Criteria

A. Academic Admissions Criteria

Admissions to the course will be governed by the current Academic Regulations of the University and Faculty of Science. The normal entry requirements are: A total of 280 - 320 UCAS Tariff Points made up from:GCE, VCE, A, AS and VCE Double Award Level Combinations

a) 5 x GCSE grade C or above in English, Maths and Science or equivalent qualification
b) At least 1 GCE A2 Level at Grade C in Biology, Human Biology, Chemistry, Physics, Psychology, Physical Education or Sport Studies (80 points).
c) At least 1 GCE A2 Level in another subject, not including General Studies (80 points).
d) The remaining points may be obtained from other GCE A Levels or AS or combinations of these two qualifications.

Other Qualifications

e) Distinction, Distinction, Merit profile from BTEC National Diploma
f) HND in Sports Science, PE, Sports Studies, or related subjects – possible 2nd year entry.
g) Full Access Certificate in a science subject with 48 of 60 credits at merit standard or above and 5 x GCSE grade C including Maths, English & Science
h) We also accept students from the 14-19 Diploma Qualification (see departmental website for up-to-date tariff for this qualification).

Mature Students

i) Non-standard entries or qualifications at the discretion of the Admissions Officer.

International Students

j) International students must have one of the following qualifications or an equivalent English Qualification:

- IELTS qualification of 6 or above

If appropriate, prior learning may be assessed and accredited.

Level 6 units, such as, Professional Development may have additional essential requirements (some placements may not be appropriate for all students):

Criminal Records Bureau (CRB) checks – include information about whether an enhanced check is relevant and a brief reference to implications.

Statutory occupational health checks or fitness standards.

Please note that this course is subject to an additional fee of £200 in the third year for the professional body (REPs) Level 3 vocational qualification. Students will be given the option at the start of the academic year to opt out of this professional vocational qualification. Furthermore, assessment(s) re-sit fees are also payable for these vocational qualifications.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Course Accreditation (BASES)

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- University Contact for day-today running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff should have or be working towards fellowship with the Higher Education Academy.
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Level 4:

At level 4 a variety of alternative coursework and examination assessment strategies are employed. Given the variety of educational backgrounds that students are coming from (e.g., Access courses, mature students, A levels, BTEC, etc), it is important that students are introduced and provided with suitable guidance to prepare for new and potentially daunting assessment situations. Therefore various units in level four provide information and support on a variety of assessment strategies. For example, Introduction to Kinesiology and Biomechanics (oral presentations, exam), Introduction to Sport and Exercise Psychology (essay writing, examinations), Introduction to Sports and Exercise Physiology (lab report writing, examinations) provide ample opportunities to learn how to prepare for and perform in a variety of assessments. Furthermore, basic statistical analysis, research designs skills, referencing and plagiarism are covered in the Research Methods 1 unit. Many of the assessments at this level centre on descriptive understanding of the topic areas leaving the higher cognitive based critical evaluative approaches to years 2 and 3.

Level 5:

At this level, students are expected to show a more analytical, perceptual and independent approach to their studies (TLAS Strategy, 2006). This is emphasised by the introduction of more research and theoretical underpinnings to many of the topic areas delivered. The 20 credit research methods unit provides students with a fundamental understanding of the research process thus setting them up for the final year project. Central to this unit is the quantitative methods task which assesses the student's ability to develop a research question and hypotheses, and determine the appropriate statistical analysis for a dataset. This forms the basis of the student's subsequent ethical submission for their level 6 project.

Other assessments at this level involve practical assessments (e.g., The Science of Injury and Rehabilitation), lab reports (e.g., Tools of Biomechanical Analysis), essays (e.g., Psychology of Sport and Exercise), and examinations (e.g., Tools of Biomechanical Analysis, Psychology of Sport and Exercise, Sport and Exercise Physiology) which includes short answer and essay question assessment strategies. Many of these assessment strategies build on and extend those introduced at level 4. Guidance is provided on these assessment strategies reinforcing the support provided at level 4.

Level 6:

At Level 6, the emphasis is placed on critical evaluation of the topic areas and a demonstration of how knowledge gained would be practically applied in the real world. The project provides an ideal example of this higher level cognitive thinking where students plan, carry out and then analyse a research project area. The project report and poster presentation form the assessment for this unit requiring students to demonstrate the key skills necessary when publishing or presenting scientific research.

Other varied assessment strategies include practical oral vivas (e.g., Professional Practice in Sport Psychology), a physical activity promotion poster presentation (e.g., Physical Activity Prescription and Promotion), lab report (e.g., Applied Biomechanics), and a data interpretation report (e.g., Physiological Approaches to Training and Assessment).

Traditional essay (e.g., Professional Practice in Sport Psychology, Physical Activity Prescription and Promotion), and examination (e.g., Environmental and Occupational Physiology) assessment strategies are also employed focussing on the student's ability to critically evaluate the research and theoretical basis for the topic area in addition to reflecting on the practical application of that knowledge.

Sandwich Year:

The optional sandwich year is non-credit bearing. All assessment artefacts (portfolio and presentation) are assessed on a pass/fail basis.

Special Provisions relating to Professional Body (REPs):

For the Register of Exercise Professionals (REPs) accreditation, a combination of unit and external assessments will need to be passed, all of which must correspond with the SkillsActive Assessment Strategy for REPs awards. These assessments will primarily be separate to the unit requirements and will be clearly communicated and explained to students at the start of each year. Further information about the REPs process and assessments will be placed on the Moodle (VLE) for the students. An outline of the assessments that count towards REPs accreditation are detailed below:

REPs Exercise Referral Award (Level 3)

- Theory exam papers and worksheets (minimum 70 % pass mark)
- Case Study – planning exercise referral programmes
- Practical – instructing exercise with referred patients.

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

The degree pathway has received British Association of Sport and Exercise Sciences (BASES) Undergraduate Endorsement. The degree is also endorsed by Register of Exercise Professionals (REPS) through SkillsActive. This allows the department to award the REPs Level 3 Exercise Referral certificates.

B. Periodic Programme Review (or equivalent)

Periodic review (February 2014) confirmed the fitness of the curriculum and the effective annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[1]).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

British Association of Sport and Exercise Sciences (BASES) Undergraduate Re-Endorsement achieved in 2016 (May 2016 to May 2021).

SkillsActive endorsement achieved in June 2015 (June 2015 to June 2017).

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth (http://www.port.ac.uk/) and (http://www.port.ac.uk/departments/academic/sportscience/) website.