

# BSc (Hons) Exercise and Fitness Management

## **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.

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# ***Programme Specification***

## **1. Named Awards**

BSc (Hons) Exercise and Fitness Management

## **2. Course Code (and UCAS Code if applicable)**

C2449F, C2449P (C602)

## **3. Awarding Body**

University of Portsmouth

## **4. Teaching Institution**

University of Portsmouth

## **5. Accrediting Body**

SkillsActive

## **6. QAA Benchmark Groups**

Hospitality, leisure, sport and tourism

National Occupational Standards for exercise and fitness

## **7. Document Control Information**

June 2014

## **8. Effective Session**

2014-2015

## **9. Author**

Dr Chris Mills

## **10. Faculty**

Faculty of Science

## **11. Department**

Department of Sport and Exercise Science

## 12. Educational Aims

The global aim for this programme is to provide students with an applied interdisciplinary approach to studying exercise, fitness and management in a challenging and stimulating study environment.

Specific aims:

- To develop knowledge and understanding of exercise science and management through the study and application of exercise science and sports management principles
- To support the students within a multi-disciplinary framework for the study of exercise science and management
- To develop technical and vocational skills underpinned by academic learning
- To provide student choice within a flexible curriculum framework
- To provide students with the skills and knowledge required to maximise career opportunities within the field of exercise and fitness
- To vocationally prepare students for future employment or advanced study through SkillsActive-endorsed course accreditation
- To equip students with a broad range of academic, personal development and enterprise skills
- To create a stimulating, friendly and supportive environment for students

## 13. Reference Points

The BSc (Hons) Exercise and Fitness Management course recognises an interdisciplinary approach to studying exercise, fitness and management by providing a holistic understanding of applied practice. The structure of the BSc recognises this as imperative and encourages students to appreciate inter-disciplinary frameworks and solutions. This requires a clear understanding of the inter-play and complex interactions of humans, science and management.

In particular, the programme has been designed with the following QAA benchmark elements relating to “Hospitality, Leisure, Sport and Tourism” (2008) in mind. Programmes broadly concerned with sport can include health, exercise, scientific and management aspects of physical activity (p.12 section 3.21). The criteria also state that a programme should, *inter alia* enable students to:

- Research and assess paradigms, theories, principles, concepts and factual information and apply such skills in explaining and solving problems (p.16. section 5.2)
- Plan, design, execute and communicate a sustained piece of independent intellectual work that provides evidence of critical engagement with, and interpretation of, appropriate data (p.16. section 5.2)
- Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice (p.16 section 5.3)
- Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources (p16 section 5.3)

Subject specific guidelines are contained on page 21 and in Sections 6.16-6.21 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”:

- The study of human responses to sport and exercise
- The study of policy, planning, management and delivery or sporting opportunities

The relationship between the seven QAA Benchmarking learning outcomes and the core units of the programme have been mapped (Unit Learning Outcomes Map) using course specific learning outcomes (Section 14 of this document).

The proposed programme meets the newly revised National Occupational Standards in exercise and fitness, and will be endorsement 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 both the Level 2 Gym Instructor award and the Level 3 Personal Trainer award. Further information regarding requirements can be found at <http://www.skillsactive.com/endorse-your-training/higher-education/item/3239>.

#### 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:

- A systematic understanding of key aspects of their field of study including acquisition of coherent and detailed knowledge (FHEQ – p18-19)
- An ability to accurately deploy established techniques or analysis of enquiry within a discipline (FHEQ – p18-19)
- 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)
- The ability to manage their own learning and make use of scholarly reviews and primary resources (FHEQ – p18-19)
- 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)
- The ability to critically evaluate arguments, assumptions and abstract concepts, to make judgements on a problem. (FHEQ – p18-19)
- The ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- 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 and the research and scholarship of staff.

## **14. Learning Outcomes**

### **A. Knowledge and Understanding of:**

- A1. Basic concepts, principles and terminology underpinning the study of exercise science
- A2. Human responses and adaptations to sport and exercise interventions in a range of populations
- A3. Manage, structural and strategic processes involved within exercise and fitness management
- A4. Biomedical factors affecting exercise performance
- A5. Research design and statistical techniques used in the study of humans within an exercise context
- A6. Methodology associated with sports event management

### 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, A6)
- Utilisation of interactive and/or practical sessions to reinforce applied topic areas (facilitating A1, A2,)
- The emphasis on good practice throughout the programme encourages students to utilise and appraise a variety of information sources including books and journal-based literature, as well as

using e-learning technology resources such as Moodle (VLE), internet based journals and human resources for the applied environment (facilitating, A1, A3, A4, A5, A6)

- Group work / practical work will also aid students' ability to work proactively with others (facilitating A5)
- The opportunity to undertake educational site-visits or fieldwork, from local to international locations to contextualise themes of study (facilitating A3, A6)
- Educational visits / Work placement and/or experiential opportunities to ensure vocational and employability relevance (facilitating A3, A6)

### 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 and the management of sport and leisure industries, much of the assessment includes varying artefacts. Examples of such units include:

- *Introduction to Kinesiology and Biomechanics*, which requires the student to examine the scientific principles underpinning exercise and sport and present their understanding in a verbal (group presentation) format (supporting A1, & A4)
- *Sport and Business Management*, which requires the student to apply the fundamental theories, already learned in previous units in a practical manner and present findings in written and verbal formats (supporting A3).

These assessment methods and others, 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:**

- B1. Evaluate and critically assess evidence using a range of research methodologies and data sources
- B2. Select and use scientific techniques and vocational skills in a variety of situations
- B3. Collect, analyse, evaluate, interpret and integrate relevant information / data from a variety of sources
- B4. Apply theoretical knowledge in an applied sport and exercise science setting
- B5. Demonstrate responsibility for and reflect upon their own learning and continuing personal and professional development
- B6. Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct
- B7. Plan, conduct, evaluate and report a programme of research

### Learning and Teaching Strategies and Methods

Intellectual skills are developed through lectures as well as practical sessions, workshops and seminars. These encourage both a multi- and inter-disciplinary approach to the study of exercise science and management. They are designed to develop an independent approach to learning (facilitating B1-7).

Units such as *Research Methods 2*, allow students to apply previously learned theory to an actual research situation where a range of cognitive skills is 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-B7).

Practical-based work requiring data collection for subsequent analysis and presentation require specific research and analysis strategies unique to the disciplines involved (facilitating B1, B2, B3 and B7). Opportunities to work in an applied environment, such as work based or coaching in the community are also available. At the same time, this also encourages students to synthesise the methods into an inter- and multi-disciplinary approach to support the study of exercise, fitness and management (facilitating B5, 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) units 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 (facilitating B1-B7).

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

- C1. Display the appropriate laboratory and field based skills to conduct measurement and/or analytical procedures in a safe, precise and reliable manner
- C2. Identify ethical considerations and control risks related to human physical activity in a sport, exercise and fitness environment
- C3. Plan, prepare and develop well-reasoned arguments within a scientific report or exercise programme
- C4. Apply a range of business and organisational concepts to the exercise and fitness setting
- C5. Apply philosophical, organisational, policy and marketing skills in the workplace
- C6. Employ vocationally relevant instructional and / or management skills and knowledge through observation of professional practice
- C7. Engage and reflect in the process of career planning and develop career management skills

## Learning and Teaching Strategies and Methods

The emphasis of the BSc is on understanding how theory and research can benefit the applied work of an exercise and fitness specialist in each of the main disciplines (physiology, biomechanics and management).

Practical skills are developed extensively in this pathway via lab, seminar and tutorial sessions in the key areas of exercise, fitness and management (facilitating C1, C6).

Embedded vocational qualifications (Level 2 Gym Instructor and Level 3 Personal Trainer) and practical sessions enable students to acquire a broad range and depth of instructional and management skills and techniques as well as providing insight into ethical and health and safety issues (facilitating C1, C2, C4, C5, C6, C7).

The culmination of these practical skills is invariably manifested in the final-year project (facilitating C1, C2 and C3).

## Assessment

Typically, the assessment of practical and/or professional issues will follow a report, oral presentation and poster format. Whilst the project often requires students to follow appropriate procedures in data collection and report writing (facilitating C1, C2 and C3), alternative units have a more practical/professional approach. Applied units include; *Sports Event Organisation*, *SportEvent Management* and *Professional Practice in Sports Marketing* at Level 6, which require appropriate analysis, data collection, ethical considerations and report writing in the assessment artefact(s) (facilitating C4, C5, C6 and C7). Reflective work-diaries are used and assessed in certain units.

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

- D1. Demonstrate effective communication and presentation skills
- D2. Demonstrate numerical and statistical skills
- D3. Be competent in the use of information technology (word processing, databases, spreadsheets, statistical packages, electronic mail and internet)
- D4. Be able to work independently and as part of a team



- D5. Identify and use the appropriate resources (human and physical) to enable the successful completion of a task
- D6. Manage time and meet deadlines
- D7. Critically reflect on their learning and demonstrate how it can be transferred to other situations
- D8. Take and demonstrate responsibility for their own learning and continuing personal and professional development

### Learning and Teaching Strategies and Methods

The development of employability skills is recognised as a critical feature of the programme. These skills have been identified and there is extensive coverage of all key skills within all units taught, including; communication, application of number, information technology, improving own learning and performance, working with groups and problem solving. Individual and group assessments are embedded throughout each year (both summative and formative) allowing students to receive feedback on their performance and utilise this feedback in subsequent assessments (facilitating D1, D4 and D5). The tutorial programme and taught units utilise the VLE to set guided learning and reflective tasks to encourage independent learning (facilitating D5, D7 and D8). Finally, practical sessions and vocational qualification assessments aid all key employability skills (facilitating D1-D7).

### Assessment

Employability skills are developed via a range of assessment mechanisms including inter University collaborative projects, presentations, individual reports and examinations. The tutorial programme requires students to research the current job market within the sector, applying for a chosen job with CV and letter of application and then attend a 'mock' interview for the position. Many of the other units, such as *Sport Event Management* and *Physical Activity Prescription and Promotion*, require students to utilise their problem-solving abilities drawing from various theories and mechanisms learned from their experiences on the course. Observation of practical application and portfolios produced through applied units, such as *Advanced Fitness Training and Assessment*, *Professional Development* (work based learning) and *Sports Event Organisation*, demonstrate an understanding and ability to operate in a vocational setting.

## **15. Course Structure, Progression and Award Requirements**

The course consists of 3 stages and is delivered as:

- a full-time route (thus completion of the full-time route to achieve a BSc with Honours will be 3 years)
- a part-time route where students are required to undertake 3 units per academic year (thus completion of the part time route to achieve a BSc with Honours will be 6 years)

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.

Careers education is addressed throughout 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* and various level 6 units) cover and address employability skills. A further mechanism by which careers education takes place is through presentations provided by the Careers Service for final year students on the career opportunities 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.

There are three intermediary exit awards:

- Certificate of Higher Education requiring 120 credits
- Diploma of Higher Education requiring 240 credits



- BSc Exercise and Fitness Management requiring 300 credits

## 16. Employability Statement

The Department has a Placement and Employability Group that meets four times annually. The group is made up of academic staff with a dedicated responsibility for work based learning opportunities, placements and employment in the department in addition to the Science Faculty Careers advisor. All placements adhere to the Science Faculty Code of Practise for Work Based and Placement Learning (2010). 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 needs of the employment market.

At Level 4, students are encouraged through personal tutorials to think about the extracurricular activities (coaching qualifications, work-based experience) 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.

At Level 5, the core *Advanced Fitness Training and Assessment* unit provides students with educational visits to fitness and gym environments where they will spend their several hours (associated with the REPS endorsement criteria) learning key fitness management concepts and have opportunities to practise these in mock scenarios within a real gym environment with guidance from existing instructors. Other units, such as *Sport and Business Management*, also prepare the students for employment by providing them with the knowledge underpinning the development of a business plan and then creating their own as a part of the assessment.

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 focuses on students identifying their strengths, weaknesses and interests and then reflecting on what their future aims and goals are for their degree and beyond. At the start of their final year, the students have a Careers talk that 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.

## 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)
- Science Faculty Learning Support Tutor
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- 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

## 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 UCAS Tariff Points made up from:

- GCE, VCE, A, AS and VCE Double Award Level Combinations
  - 5 x GCSE grade C or above in English, Maths and Science or equivalent qualification
  - 180 points will be required from 2 x A2-levels, including 80 points from a sports or science subject
  - The remaining points may be obtained from other GCE A Levels or AS or combinations of these two qualifications
- Other Qualifications
  - Distinction, Merit, Merit profile from BTEC National Diploma
  - HND in Sports Science, PE, Sports Studies, or related subjects – possible 2nd year entry
  - 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
  - We also accept students from the 14-19 Diploma Qualification (see departmental website for up-to-date tariff for this qualification)
- Mature Students  
Non-standard entries or qualifications at the discretion of the Admissions Tutor
- International Students  
International students must have one of the following qualifications or an equivalent English Qualification:
  - IELTS qualification of 6 or above with no standard below 5.5
  - TOEFL: Paper based test score of 550; computer based test score of 213 or above

If appropriate, prior learning may be assessed and accredited.

Levels 4, 5 and 6 units, such as *Sports Event Organisation*, *Advanced Fitness Training and Assessment* and *Professional Development* may have additional essential requirements (some placements / educational visits may not be appropriate for all students) including:

- Enhanced Criminal Records Bureau (CRB) checks
- Occupational health checks or fitness standards
- Faculty of Science statutory and mandatory training framework (SMTP)

Please note that this course is subject to an additional fee of £200 per year (for the first 2 years) for the professional body (REPs) Level 2 and 3 vocational qualifications. Students will be given the option at the start of their first year to opt out of these professional 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 (SkillsActive)

### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day 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 Taught Experience Survey (PTES), 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 required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

## 20. Assessment Strategy

Throughout the course programme (at all levels), formative assessment is utilised to complement summative assessments. For example, weekly formative practise exam questions are provided to the students via the VLE for the unit *Introduction to Kinesiology and Biomechanics*, this provides students with the opportunity to self-assess their learning and develop their knowledge by using the question-by-question feedback. The formative questions reflect the question type utilised in their summative assessment. Summative assessments are actively reviewed on an annual basis in terms of scheduling to ensure the students have the opportunity of receiving feedback on a summative piece of work prior to submitting a similar type of assessment for a different unit, therefore allowing the students to learn from their feedback. The Department's assessment approval panel meet twice a year to review unit assessments prior to the release of the assessments to the students. The aim of the panel is to act as an internal quality assurance panel ensuring that each assessment meets its intended learning outcome(s) and that there is consistency in the assessments across a range of disciplines.

### Level 4:

At Level 4, only core units are available and a variety of 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 4 provide information and support on a variety of assessment strategies. For example, *Introduction to Kinesiology and Biomechanics* (oral presentations, exam) and *Introduction to Sport 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 design 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 levels 5 and 6.

### 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 2* 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 students' ability to develop a research question and hypotheses, and determine the appropriate statistical analysis for a dataset. This unit helps to form the basis of the students' 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., *Sport and Exercise Physiology*), literature reviews (e.g., *Nutrition for Health, Fitness and Sport*), and examinations (e.g., *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 preparing students for Level 6.

### 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 research.

A range of assessment strategies are 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. Greater independence of learning will be required at Level 6, as demonstrated through their final year project, where a higher level of cogitative thinking is expected. Emphasis is placed on critical evaluative skills at Level 6, which students will be expected to articulate through a variety of media - some based on assessment but will also reflect the applied skills required in preparation for careers post-graduation.

Other varied assessment strategies include a physical activity promotion oral presentation (e.g. *Physical Activity Prescription and Promotion*) and a case study report (*Physical Activity Prescription and Promotion*).

### 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 Gym Instructor Award (Level 2)

- Gym training practical (minimum 70% pass mark)
- Theory exam papers and worksheets (minimum 70% pass mark)

#### REPs Personal Trainer Award (Level 3)

- Client appraisal and assessment
- Advanced training principles practical (minimum 70% pass mark)
- Theory exam papers and worksheets (minimum 70 % pass mark)

## **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
- review 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 is endorsed by Register of Exercise Professionals (REPS) through SkillsActive. This allows the department to award the REPs Level 2 Gym instructor and Level 3 Personal Trainer 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 Institutional Audit, December 2008, 'broad confidence' (for full report see [QAA Institutional Audit: University of Portsmouth 2008](#)).

## **D. Others**

None.

## **24. Other Sources of Information**

Other sources of information may be found in:

- Course Approval Document
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Undergraduate Prospectus
- Assessment Regulations
- [University of Portsmouth](#) and [Department of Sport and Exercise Science](#) websites
- SkillsActive National Occupational Standards for Exercise and Fitness
- REPs Website

## Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Description	Unit	Credits	Delivery <sup>1</sup>	Type <sup>2</sup>	Total %	Type of Artefact	Duration/Length	Weighting %	Total %	Open/Closed	Duration (hrs)	Weighting %
4	Introduction to Sport and Exercise Physiology	U20054	20	Year	C	40	Lab Report	2 pages	40	60	Closed	1.5	60
4	Coaching Principles	U20056	20	Year	C	30	Reflective Report	2 pages	30	70	Closed	1.0	70
4	Sports Event Organisation	U20062	20	Year	C	100	Portfolio	2500 words	100	-	-	-	-
4	Introduction to Fitness Training and Assessment	U20058	20	Year	C	50	Training Programme Report	4 pages	50	50	Closed	1.0	50
4	Research Methods 1	U24157*	20	Year Long	C	100	Reflective Report Quantitative Analysis Report	2 pages 6 pages	50 50	-	-	-	-
4	Introduction to Kinesiology and Biomechanics	U20061	20	Year	C	40	Group Presentation	20 minutes	40	60	Closed	1.5	60
5	Research Methods 2	U22589	20	Year Long	C	100	In class test Group Presentation	50 mins 20 mins	50 50	-	-	-	-
5	Sports Event Management	U23824	20	Year	O	100	Report Presentation	5 pages 20 mins	40 60	-	-	-	-
5	Sport and Business Management	U20070	20	Year	C	100	Business Plan Presentation	2000 words 10 mins	70 30	-	-	-	-
5	Nutrition for Health, Fitness and Sport	U22690	20	Year Long	C	100	Literature Review Client report	6 pages 6 pages	50 50	-	-	-	-
5	Sport and Exercise Physiology	U20071	20	Year	O	50	Lab Report	6 pages	50	50	Closed	1.5	50
5	The Science of Injury and Rehabilitation	U22590	20	Year	O	50	Practical Test	60 mins	50	50	Closed	1.5	50
5	Advanced Fitness Training and Assessment	U23542	20	Year	C	100	Client Report	3000 words	100	-	-	-	-
5	Managing People in Sports Organisations	U23382	20	Year	O	100	Theoretical Concept Essay Case Study Report	1500 words 1500 words	50 50	-	-	-	-
6	Environmental and Occupational Physiology	U20082	20	Year	O	50	Lab Report	5 pages	50	50	Closed	1.5	50
6	Physical Activity Prescription and Promotion	U23383	20	Year	O	100	Case Study	2000 words	50	-	-	-	-

<sup>1</sup> 1=Teaching Block 1 (Sep-Dec); 2=Teaching Block 2 (Jan-Mar); Year=Both (Sep-Mar)

<sup>2</sup> C=Core; O=Option; S=Subject Core Option



UNITS						COURSEWORK				EXAMINATION			
Level	Description	Unit	Credits	Delivery <sup>1</sup>	Type <sup>2</sup>	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
							Group Presentation	15 minutes	50				
6	Professional Practice in Sports Event Management	U23825	20	Year	O	100	Report	8 pages	100	-	-	-	-
6	Physiological Approaches to Training and Assessment	U20083	20	Year Long	O	100	Essay Group Presentation	3 pages 20 mins	50 50	-	-	-	-
6	Professional Development	U22575	20	Year	O	100	Portfolio Presentation	2500 words 15 minutes	70 30	-	-	-	-
6	Professional Practice in Sports Marketing	U20080	20	Year	O	100	Presentation Marketing Plan	20 minutes 2000 words	70 30	-	-	-	-
6	Professional Practise in Sports Education	U20084	20	Year Long	O	100	Micro teaching session Teaching practice interview Teaching Report	10 mins 20 mins 3000 word	20 30 50	-	-	-	-
6	Project	U20076	40	Year	C	100	Project Report Poster Presentation	4000-8000 words 15 minutes	70 30	-	-	-	-

## Unit Learning Outcomes Map<sup>3</sup>

UNITS						LEARNING OUTCOMES																														
Level	Description	Unit	Credits	Delivery	Type	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8			
4	Introduction to Sport and Exercise Physiology	U20054	20	Year	C	✓	✓			✓			✓	✓	✓		✓	✓	✓								✓	✓	✓	✓	✓					
4	Coaching Principles	U20056	20	Year	C											✓	✓		✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
4	Sports Event Organisation	U20062	20	Year	C			✓			✓					✓	✓					✓	✓	✓	✓		✓	✓		✓		✓				
4	Introduction to Fitness Training and Assessment	U20058	20	Year	C	✓	✓		✓							✓	✓				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	Research Methods 1	U24157	20	Year	C					✓		✓					✓			✓							✓	✓	✓		✓	✓				
4	Introduction to Kinesiology and Biomechanics	U20061	20	Year	C	✓			✓				✓	✓	✓				✓							✓		✓	✓		✓					
5	Research Methods 2	U22589	20	Year	C					✓		✓	✓	✓	✓		✓	✓		✓	✓						✓	✓	✓		✓					
5	Sports Event Management	U23824	20	Year	O			✓			✓					✓	✓					✓	✓			✓			✓	✓	✓	✓				
5	Sport and Business Management	U20070	20	Year	C			✓								✓	✓					✓	✓	✓		✓	✓	✓	✓		✓					
5	Nutrition for Health, Fitness and Sport	U22690	20	Year	C	✓	✓		✓				✓	✓	✓				✓	✓								✓	✓	✓	✓					
5	Sport and Exercise Physiology	U20071	20	Year	O	✓	✓		✓	✓		✓			✓				✓		✓						✓	✓		✓						
5	The Science of Injury and Rehabilitation	U22590	20	Year	O	✓	✓		✓				✓		✓				✓	✓							✓	✓	✓	✓		✓				
5	Advanced Fitness Training and Assessment	U23542	20	Year	C	✓	✓						✓		✓	✓	✓		✓					✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
5	Managing People in Sports Organisations	U23382	20	Year	O			✓									✓					✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	
6	Environmental and Occupational Physiology	U20082	20	Year	O	✓	✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓		
6	Physical Activity, Prescription and Promotion	U23383	20	Year	O	✓	✓					✓			✓				✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	✓	✓	
6	Professional Practice in Sports Event Management	U23825	20	Year	O	✓	✓		✓						✓				✓	✓	✓						✓	✓		✓	✓	✓	✓	✓	✓	
6	Physiological Approaches to Training and Assessment	U20083	20	Year	O			✓			✓					✓	✓					✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	
6	Professional Development	U22575	20	Year	O	✓	✓		✓						✓				✓	✓	✓						✓	✓	✓		✓	✓	✓	✓	✓	
6	Professional Practice in Sports Marketing	U20080	20	Year	O											✓				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Professional Practice in Sports Education	U20084	20	Year	O			✓				✓				✓	✓					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Project	U20076	40	Year	C										✓		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<sup>3</sup>A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills