



EST 1892

A. Course Information																								
Final award title(s)	MSc Sport and Exercise Science																							
Intermediate exit award title(s)	PgCert Sport & Exercise Science PgDip Sport & Exercise Science																							
UCAS Code	TBC	Course Code(s)	FT: 5847 PT: 5848																					
Awarding Institution	London South Bank University																							
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
Division	Human Sciences																							
Course Director	Dr. Gaspar Epro																							
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																							
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																							
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1</td> <td>September</td> <td>September</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>2</td> <td>September</td> <td>September</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	1	September	September	Full time with placement/ sandwich year				Part time	2	September	September	Part time with Placement/ sandwich year						
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Part time with Placement/ sandwich year																								
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes (FT only) Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.																							
Approval dates:	Course(s) validated	September 2022																						
	Course specification last updated and signed off	September 2022																						
Professional, Statutory & Regulatory Body accreditation	Presently, the British Association of Sport and Exercise Science (BASES) do not accredit or endorse Master's programmes. We have mapped the contents of the degree to the BASES accreditation competencies current at the time of writing.																							

Reference points:	Internal	LSBU Academic Quality and Enhancement Manual (2016); LSBU Academic Regulations 2021-2022; LSBU Corporate Strategy 2020-2025; APS School Road map 2021-2022; Division of Human Sciences Action Plan 2018-19.
	External	QAA UK Quality Code for Higher Education Part A: The Framework for Higher Education Qualifications (2014); QAA UK Characteristics Statement: Master's Degree (2020). Quality Code for Higher Education PART A: Setting and maintaining academic standards; SEEC Level Descriptors (2021).

B. Course Aims and Features

Distinctive features of course	<p>The distinctive features of the MSc Sport & Exercise Science include:</p> <p>The MSc Sport & Exercise Science offers students the opportunity to develop and advance their knowledge and understanding of the sciences that underpin Sport & Exercise Science within a thematic framework that is mapped to the research strengths of the Sport & Exercise Research Centre (SESRC). The course is built around five core modules (Strength and Conditioning, Human Performance Testing & Measurement, Professional Development, Research Methods & Research Project) considered common to the following 40-credit optional/specialist career choices:</p> <ul style="list-style-type: none"> i) Environmental Sports Science; ii) Applied Biomechanics; iii) Coaching; <p>All career choices in the framework focus heavily on practitioner skills, developed through laboratory and/or field based experience to meet the needs of industry and prepare student for future employment. A variety of assessment methods is used throughout the course to ensure the assessment of knowledge, intellect, practical proficiency and transferable skills.</p> <p>The professional development module offers students the opportunity to build a portfolio of knowledge skills and competencies relevant to their chosen career choice that are aligned to the accreditation requirements of the British Association of Sport and Exercise Science (BASES).</p> <p>The key distinctive features of the course can be summarised as follows:</p> <ul style="list-style-type: none"> i) Subject specific career choices that enable students to study for a specialist Postgraduate qualification; ii) A professional development (core) module that develops professional and reflective practice skills to enhance employability;
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	<p>iii) An enriched learning environment driven by high-impact pedagogies and the needs of industry to enable students to develop and practice as competent and capable practitioners within the wider Sport & Exercise Science community;</p> <p>iv) The opportunity to develop competencies required by an exercise scientist (within the respective career choice) as outlined by the British Association of Sport and Exercise Science (BASES).</p>
Course Aims	<p>The MSc Sport & Exercise Science aims to:</p> <p>i) Advance critical understanding of core and specialised disciplines based on research and practice that underpin Sport and Exercise Science;</p> <p>ii) Develop reflective and evidence-based approaches to professional development to tackle real world human performance and health challenges;</p> <p>iii) Promote postgraduate qualities and transferable skills necessary to excel in a professional environment;</p> <p>iv) Provide an environment of active scholarship and research that imbues the curriculum.</p>
Course Learning Outcomes	<p>A. Students will demonstrate knowledge and understanding of:</p> <p>A1. The theoretical principles that impact on core and specialist areas of Sport and Exercise Science;</p> <p>A2. The professional standards and approaches used to provide support for Sport and Exercise Science;</p> <p>A3. Research design, quantitative/qualitative methods, statistical analysis and interpretation, reporting, and ethics and conduct;</p> <p>A4. Evidence-based interventions that improve human performance and health;</p> <p>A5. The role of Sport and Exercise Science in the context of real world issues and global challenges.</p> <p>B. Students will develop their intellectual skills such that they are able to:</p> <p>B1. Evaluate challenges relating to Sport and Exercise Science and prescribe appropriate solutions through the critical application of theoretical principles;</p> <p>B2. Critically evaluate quantitative/qualitative data and place it in the context of current literature;</p> <p>B3. Enhance professional status and critically reflect upon personal and observed practices.</p>

B4. Keep abreast of current insights in core and specialist areas of Sport and Exercise Science.

C. Students will acquire and develop practical skills such that they are able to:

C1. Use of a wide range of equipment for the measurement of human performance;

C2. Critically evaluate methodological approaches for the assessment of human performance;

C3. Disseminate knowledge via innovative methods of communication;

C4. Process and analyse data sets of key performance variables.

D. Students will acquire and develop transferrable skills such that they are able to:

D1. Demonstrate high professional standards and continuous professional development required as a practitioner in the area of Sport and Exercise Science;

D2. Provide reflective and evidence-based solutions to problems.

D3. Clearly communicate in writing for both academic and lay audiences;

D4. Clearly articulate themselves in front of an audience and demonstrate confidence and insight when presenting and discussing.

C. Teaching and Learning Strategy

- i) The teaching and learning strategy employed on the course involves a range of traditional and contemporary approaches that are based on accepted pedagogical research. Activities vary based on the module aims and learning outcomes. Theoretical modules will offer students the opportunity to develop and advance their understanding through a blend of keynote lectures, tutorials, group work, flipped learning, action- and problem-based learning activities. Modules which are laboratory based will predominantly use approaches that engage students through structured laboratory demonstrations, group work, role play and problem-based learning.
- ii) Digitally Enhanced Learning will be incorporated into the T&L strategy to develop and support learning. Examples will include the University VLE (moodle), Panopto lecture capture and on-line formative assessment platforms, discussion groups and remote tutorial support.
- iii) Students will be expected to engage in independent learning as outlined in each of the module specification documents which will be made available on the Moodle sites. Where appropriate this learning will be guided by staff via tasks set in class and on the VLE.
- iv) A wide range of subject-related resources are available within the LSBU Library. These reflect a typical academic repository that includes access to hard-text core references, licensed E-journal subscriptions, scientific databases and interactive e-learning platforms. Moreover, students have

access to site-licensed software and assistive technologies to support their learning (if registered for Disability and/or specific learning difficulties).

- v) The current infrastructure is well equipped to support the course. There are a total of 7 teaching and research laboratories that provide a rich learning environment for combining theory and practice. Each contains industry-standard equipment to support delivery across all core and specialist modules.
- vi) Learning support for students will be provided through agreed tutorial time slots (between module leaders and/or other academic staff and students), the VLE, the Course Director and through the allocation of a personal tutor.
- vii) The staff that teach on the programme (currently 9 staff) comprise: 2 Professors, 3 Associate Professors, 3 Senior Lecturers and 1 Lecturer (at the time of writing). Contributions to the programme may also be made by guest lecturers, hourly paid lecturers and Postdoctoral / PhD students. All staff are appropriately qualified and where Postdoctoral / PhD students are involved they will be appropriately trained and supervised.

D. Assessment

- i) The course will use a blend of formative and summative assessment. Formative assessment will provide structured feedback to support students in the summative task therefore scaffolding the approach to assessment and ensuring appropriate development of critical thinking, academic writing, practical and technical comprehension, and creativity.
- ii) Table 1 (below; section H) shows how the course will be assessed by module. Most modules carry one point of assessment; however in some, there are sub-components of the coursework comprising a blend of assessments (eg, practical demonstration + essay, or oral presentation + module viva). In Research project, an oral presentation followed by a defence of the work will constitute 40% of the overall summative assessment for this module. The remaining 60% will be assessed on a 4000-word research report.
- iii) In order to obtain an award, students must pass modules and gain the required number of credits as stated in the LSBU regulations for taught L7 programmes.

E. Academic Regulations

The University's Academic Regulations apply for this course. There are no course specific protocol regulations.

F. Entry Requirements

- i) The normal entry requirement for students will be a minimum Lower Second Class degree in Sport and Exercise Science or related discipline. Students must have degree level knowledge of research methods.
- ii) There are no module-specific pre-requisites in place other than Research Project.
- iii) Consideration will be given to non-standard academic entry and will be dependent upon relevant work experience and professional qualifications. Entry via this route will be by interview only.
- iv) IELTS scores of 6.5 or above are minimum requirement for non-native English speakers unless they have completed a University degree in English language.

- v) Students will be required to have GCSE Maths and English at grade C or above.
- vi) Application will be via UCAS (Home & EU students) and via the University application process for overseas students.
- vii) Overseas students must have a relevant degree at the equivalent of a UK Lower Second Class degree honours degree.
- viii) Credit may be given for prior learning via APEL, by demonstrating that all learning outcomes of a module have been met, and that prior learning is at an appropriate level.

G. Course structure(s)

Course overview

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to complete five compulsory modules (Strength and Conditioning, Human Performance Testing & Measurement, Professional Development, Research Methods, Research project) totalling 140 credits, and complete the remaining 40 credits from one of the three optional/specialist career choices:

- i) Environmental Sports Science (*ESS*)
- ii) Applied Biomechanics (*AB*)
- iii) Coaching (*C*)

The academic year will run as usual in two Semsters from September to June. Students will develop their Research Project Proposal within the Research Methods module in Semester 2, and then undertake and complete the Research Project during the summer period (June to September).

The degree will be offered in both FT (1-year) and PT (2-year) modes. Details of the course and modular structure is shown in Figure 1 below.

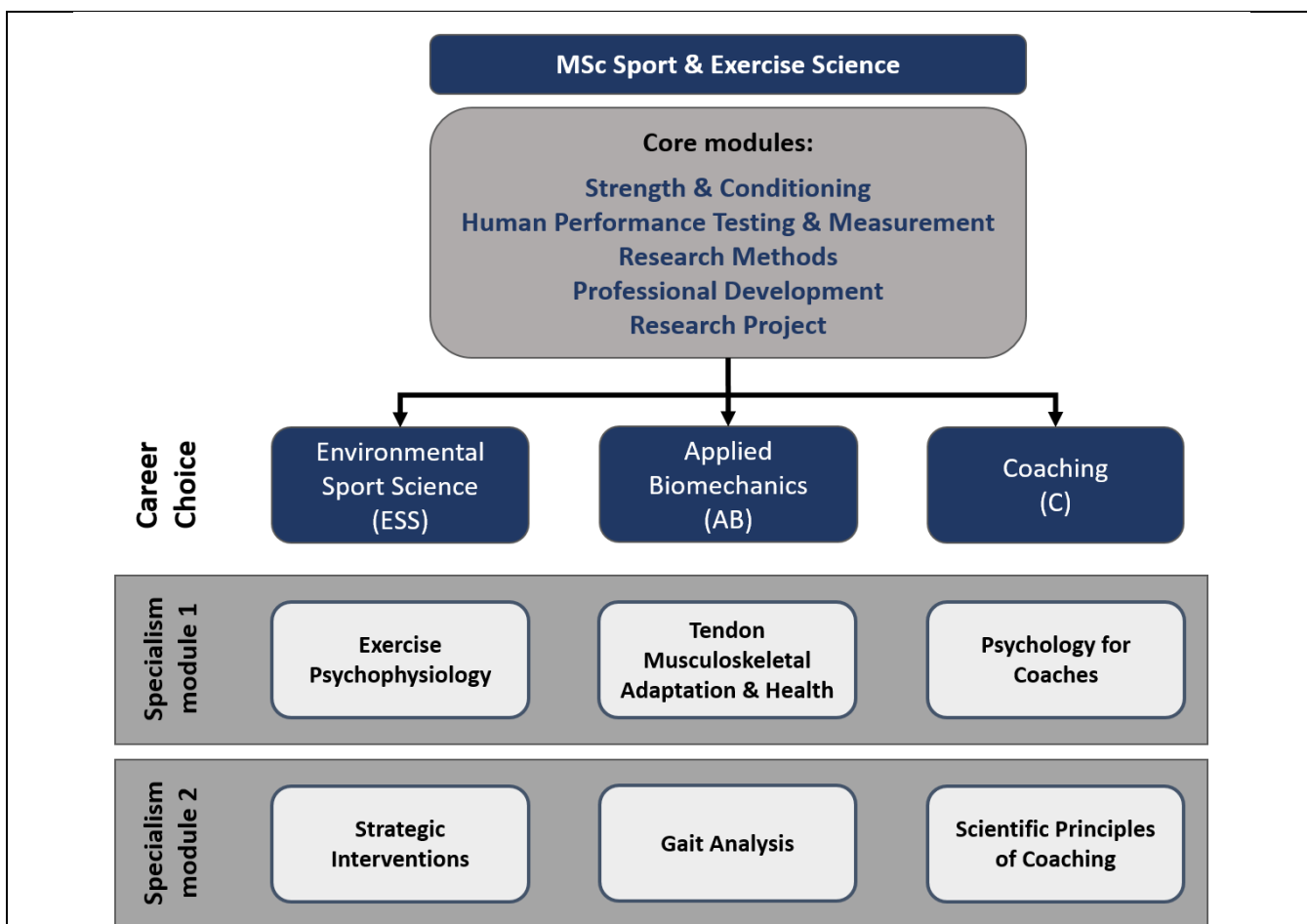


Figure 1. Course & modular structure of the MSc Sport and Exercise Science framework.

Placements information

The MSc requires students to study a Professional Development module, which requires students to show development in three of four areas. One of these areas is *applying knowledge by engaging in supervised experience*. If students decide to develop this area, they would be expected to gain relevant work experience within a professional environment relevant to their chosen career choice.

H. Course Modules

Table 1 shows the core and specialism optional career choice modules, and their assessment. An optional career choice will only run if the minimum threshold for students ($n=4$) is recruited. In the initial application process students are asked to choose two career choices. Students with the first career choice not reaching its threshold will be offered an the alternative second career choice. The specialism modules are not interchangeable across the career choices (fixed specialism modules after selection).

Table 1. Core and Specialism modules, and their assessment. *ESS*: Environmental Sports Science career choice; *AB*: Applied Biomechanics career choice; *C*: Coaching career choice.

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Strength & Conditioning (Core)	7	1	20	100% CW Practical Demonstration (30%) & Case Study (70%)

	Human Performance Testing & Measurement (Core)	7	1	20	100% CW Laboratory Report
	Research Methods (Core)	7	1	20	100% CW Oral Presentation of research proposal
	Professional Development (Core)	7	1 & 2	20	100% CW Oral Presentation of evidenced portfolio of CPD
	Research Project (Core)	7	2	60	100% CW 4000 word thesis (60%) & Oral Presentation (40%)
	Exercise Psychophysiology <i>ESS</i>	7	2	20	100% CW Literature Review
	Environmental Physiology: Strategic Interventions <i>ESS</i>	7	2	20	100% CW Case Study
	Tendon Musculoskeletal Adaptation & Health <i>AB</i>	7	2	20	100% CW Practical Demonstration (50%) & Oral Presentation (50%) (same day)
	Gait analysis <i>AB</i>	7	2	20	100% CW Laboratory Report
	Psychology for Coaches <i>C</i>	7	2	20	100% CW Case Study
	Scientific Principles of Coaching <i>C</i>	7	2	20	100% CW Essay

I. Timetable information

- i) Timetables will be made available at least one month in advance of each semester so students can manage work commitments and study time effectively.
- ii) A timetable of assessment will also be provided at the start of the academic year. This will contain instructions and deadlines for each module, dates for feedback to be released, and dates for provisional and final results.

J. Costs and financial support

Course related costs

- Costs that are in addition to the tuition fees may include the following:
 - o Student membership of BASES and other relevant professional bodies / organisations such as the European College of Sports Science.
 - o Books
 - o LSBU branded sports clothing
 - o Travel to work placements
 - o Costs related to subject specific seminars or conferences
 - o Extracurricular non-credit bearing vocational courses / accreditation applications

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link -
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>

- Information on living costs and accommodation can be found by clicking the following link-
<https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. T is taught, D is developed, and A is assessed.

Modules			Course outcomes																
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Strength & Conditioning		T D A	D	T D A	D A	D	T A	D A	D A	D A	T D	T D A	D	D A	T D A	D A	D A	D
7	Human Performance Testing & Measurement		D A	D A	D A	T D A	D	T D A	D A	T D A	D A	T D A	T D A	D	T D A	D A	D A	D A	D A
7	Professional Development		D A	D A			D A	D A		T D A	D A		D	D A		D A	D A	D	D A
7	Research Methods		T D A	T D A	T D A	D	D	D	D A		T D A		T D A		D	T D A	D A	T D A	
7	Research Project		T D A	T D	T D A	D		D A	D A	D	D	D	D A		T D A	D	D A	D A	T D A
7	Exercise Psychophysiology		T D A	T D	D	T D	D	D	T D A	D	T D	D	D	T D	D	T D A	T D A	D A	D
7	Environmental Physiology: Strategic Interventions		T D A	T D A	T D A	T D A	T D A	D A	D A	D A	D A	D A	T D A	D	D A	T D A	T D A	D A	D A
7	Tendon-Musculoskeletal Adaptation & Health		T D A	T D A	T D A	T D A	T D A	T D A	D	D A	D	T D A	T D A	D A	T D A	D	T D A	D	T D A

7	Gait Analysis		T D A	T D A	T D A	T D A	T D A	T D A	D A	D A	D	T D A	T D A	D A	T D A	D	D	D A	D
7	Psychology for Coaches		T D A	T D	T D	T D A	T D A	T D A	D A	D	T D A	T D A	T D A	D	T D A	D	T D A	D A	D
7	Scientific Principles of Coaching		T D A	D A	D	D A	T D	T D A	D A	D	T D A		T D A			D A	T D A	T D A	D

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<ul style="list-style-type: none"> i) There will be specific support and guidance from Personal Tutors. ii) There will be specific guidance and mentorship from Project supervisors. iii) Supervised professional experience may be gained through work placement in the Professional Development module.
2 Supporting the development and recognition of skills in academic modules.	<ul style="list-style-type: none"> i) Intellectual, practical and transferable skills will be developed in all modules. ii) The Research Methods & Project modules will focus on the development and application of research skills.
3 Supporting the development and recognition of skills through purpose designed modules.	<ul style="list-style-type: none"> i) The Professional Development module will support the development of professional knowledge skills and competencies and enhance the opportunity for professional accreditation.
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> i) Research skills will be developed through a range of modules but particularly in the Research Methods and Research Project modules where students will develop advanced skills in research design and experimental enquiry.
5 Supporting the development and recognition of career management skills.	<ul style="list-style-type: none"> i) The Professional Development (PD) module will promote the development of professional knowledge, skills and competencies required to operate as a practitioner in the Sport and Exercise Science environment. ii) Practical-based modules will develop skills and knowledge that are aligned with the accreditation competencies required by the British Association of Sport and Exercise Science (BASES).
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> i) The Professional Development (PD) module will support the development of professional knowledge skills and competencies and enhance the opportunity for professional accreditation.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> i) The Professional Development module assesses the quality of individualised development of knowledge and skills that take place outside the taught program. ii) Careers events and invited speakers will be organised outside of scheduled teaching and available digitally.

	<ul style="list-style-type: none"> iii) BASES student membership will be strongly encouraged as will other stream-specific society memberships (eg, UKSCA, ECSS, The Physiological Society). iv) Students will be expected to attend the Sport and Exercise Research Centre (SESRC) internal Research Seminar series throughout the year. v) Vocational experience may be gained through work placement in the Professional Development module.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<ul style="list-style-type: none"> i) The Professional Development module will develop these skills and attitudes through reflective evaluation. ii) Personal tutoring sessions, Research Project supervision, SESRC seminar attendance and Guest Lecturer presentation will also act as drivers to upskill students' professional development.
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> i) The specific content in Professional Development is negotiated between the student and the module coordinator. Where relevant, students will be advised to interview with the LSBU Careers Service.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	<ul style="list-style-type: none"> i) The Professional Development module will assess professional development, evaluation and self-reflection via the maintenance and submission of an evidenced portfolio of CPD. ii) Students will be encouraged to reflect on their approaches to learning and assessments through module-specific formative feedback and the personal tutoring system.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees.
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'.
compulsory module	a module that students are required to take.
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials.
coursework	student work that contributes towards the final result but is not assessed by written examination.
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification.
extracurricular	activities undertaken by students outside their studies.
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work.
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students.
higher education provider	organisations that deliver higher education.
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision.
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials.
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning.
modular course	a course delivered using modules.

module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules.
optional module	a module or course unit that students choose to take.
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members.
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider.
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities.
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'.
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms).
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture.
summative assessment	formal assessment of students' work, contributing to the final result.
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment.
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course.