



# Course Specification

| <b>A. Course Information</b>  |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|------------------------------|------------------|----------------|----------------|-----------|---------|-----------|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Final award title(s)</b>   | BSc (Hons) Sport and Exercise Science   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Intermediate exit award title(s)</b>                                 | Certificate in Higher Education 120 credits at L4<br>Diploma in Higher Education 240 credits (120 from L4 and 120 from L5)  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>UCAS Code</b>  | <b>C600</b>   | <b>Course Code(s)</b>        | Full Time<br>836 |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | London South Bank University  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>School</b>   | <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   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Division</b>   | Human Sciences  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Course Director</b>  | Darren James  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Delivery site(s) for course(s)</b>                                   | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering<br><input type="checkbox"/> Other: please specify   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Mode(s) of delivery</b>  | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Length of course/start and finish dates</b>                          | <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>3 Years</td> <td>September</td> <td>July</td> </tr> <tr> <td>Full time with placement/<br/>sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Mode                         | Length years     | Start - month  | Finish - month | Full time | 3 Years | September | July | Full time with placement/<br>sandwich year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Mode  | Length years                 | Start - month    | Finish - month |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Full time   | 3 Years                      | September        | July           |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Full time with placement/<br>sandwich year  |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Is this course generally suitable for students on a Tier 4 visa?</b> | Please complete the International Office questionnaire<br>Yes<br>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.   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Approval dates:</b>  | Course(s) validated   | 2009                         |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Course specification last updated and signed off  | September 2021               |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Professional, Statutory &amp; Regulatory Body accreditation</b>      | Awaiting endorsement by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).<br>Endorsement is mapped to the professional standards of the gym instructor and personal trainer awards.   |                              |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Reference points:</b>  | Internal  | Corporate Strategy 2020-2025 |                  |                |                |           |         |           |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |          |  |
|--|----------|--|
|  |          | Educational Framework<br>Academic Quality and Enhancement Manual<br>School Strategy<br>LSBU Academic Regulations   |
|  | External | QAA Quality Code for Higher Education 2018<br>Framework for Higher Education Qualifications<br>Subject Benchmark Statements (Dated)<br>PSRB<br>Competitions and Markets Authority<br>SEEC Level Descriptors 2021 |

### **B. Course Aims and Features**

|                                       |  |
|---------------------------------------|--|
| <b>Distinctive features of course</b> | <p>The application of science to sport and exercise is essential for successful training, rehabilitation, prevention of injury and to optimise athletic performance.</p> <p>For anyone working in sport and exercise-related employment, it is vital to understand how the human body works, particularly in the context of physical performance, movement, psychological theories and nutritional strategies.</p> <p>This course is structured around four main themes: physiology, psychology, nutrition and biomechanics. Each level of the course includes modules designed to enhance students' knowledge of these subjects, but they will learn about them in the context of sport and exercise.</p> <p>Students also learn about technology in sport, including the use of computers, and how research underpins all aspects of sports science. One feature of the course that is proving particularly attractive to students is the direct application of all the knowledge that they are acquiring to sport performance and sports coaching.</p> <p>During the course students have the chance to gain coaching awards by taking vocational training courses through Sports Coach UK and Sport's National Governing Bodies at the University's Academy of Sport. Students have the opportunity to be trained as Sports Ambassadors and there are opportunities to gain experience in sports volunteering and research project work. The course also enables students who successfully complete professional qualifications during their course (gym instructor's award and personal trainer award) to apply for membership to CIMSPA.</p> <p>In the first and second years, the course also contains practical sport modules; this means that students get to participate in sports and exercise activities in order to study the scientific basis of their own performance</p> |
| <b>Course Aims</b>                    | <p>The BSc (Hons) Sport and Exercise Science aims to:</p> <ol style="list-style-type: none"> <li>1. Provide students with an understanding of those scientific disciplines which underpin the field of sport and exercise science.</li> <li>2. Enable students to explore sport and exercise science from a variety of perspectives and to apply these disciplines to the processes of sports performance, coaching and clinical practice.</li> <li>3. Enable students to apply and to communicate their scientific understanding of sport and exercise science in an interdisciplinary</li> </ol>   |

|  |   |
|--|---|
|  | <p>manner with the aim of improvement of performance in sport and the use of exercise as a prophylaxis.</p> <p>4. Develop the ability of students to critically analyse research findings and to conduct their own investigations in sport and exercise science.</p> <p>5. Provide opportunities for students to develop transferable intellectual, practical and interpersonal skills.</p>   |
| <p><b>Course Learning Outcomes</b></p> | <p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 The scientific disciplines underpinning human structure and function, which contribute to sport and exercise science.</p> <p>A2 The interdisciplinary approach to the study and application of sport and exercise science concepts.</p> <p>A3 Reflective practice as a means of consolidating learning and of demonstrating the achievement of goals.</p> <p>A4 The methods used to acquire, evaluate, review, analyse and apply information in the context of academic study.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Evaluate and analyse problems relating to human performance and suggest appropriate solutions in the context of academic study.</p> <p>B2 Apply subject-specific concepts.</p> <p>B3 Appraise the effects of intervention on sport and exercise performance.</p> <p>B4 Critically reflect upon personal and observed practices.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Undertake laboratory and field work competently and safely.</p> <p>C2 Recognise and respond to ethical, moral, health and safety and other issues.</p> <p>C3 Execute a piece of independent work using appropriate media to communicate the findings in a way which demonstrates the ability to synthesise information and knowledge.</p> <p>C4 Design and implement training and/or exercise regimes.</p> <p>C5 Act upon the outcome of the reflective analysis of a practical or professional skill.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1 Manage and be able to adapt to a study schedule.</p> <p>D2 Effectively communicate ideas, arguments and concepts via a range of media to a variety of audiences.</p> <p>D3 Use the full range of sources of information, citing references properly.</p> <p>D4 Demonstrate appropriate numerical skills.</p> <p>D5 Be competent in the use of information technology e.g. word processing, spreadsheets, presentation software, internet).</p> |

### **C. Teaching and Learning Strategy**

See the curriculum map (Appendix A) for an overview of the contribution that each module at each level makes to the development and assessment of the above skills. Individual module guides will detail how specific learning outcomes will be developed and assessed.

Concepts such as scientific method, reflection, evaluation and analysis are areas of understanding that students will acquire and develop throughout the course and are features of teaching and assessment in the 20 credit module structure at level 4. Diagnostic testing of numerical skills and written English in level 4 will enable staff and students to focus on any area of weakness from an early stage. There is a schedule of personal tutoring especially during the first year informed mainly by progress in measurement in sport and exercise.

Scientific method, reflection, evaluation and analysis are further developed and refined in the 20 credit module structure at levels 5 and level 6. The scientific disciplines of sport and exercise science: physiology, nutrition and metabolism, biomechanics and psychology are introduced at Level 4 and are the building blocks for the specialized and increasingly interdisciplinary approach to teaching and learning at levels 5 and 6. For example, the level 6 modules: environmental exercise physiology, clinical and applied biomechanics, clinical perception and action and applied sports psychology, illustrate the interdisciplinary focus of sport and exercise science underpinned by applied learning at levels 4 and 5

A first requirement of the course is to begin to develop the skills required for effective participation. Comprehension and interpretation of written material, communication and argument are important features of the measurement in sport and exercise module. Reflection and analysis is a feature of perception and action 1; and problem solving, design, analysis and reporting are developed in sports psychology 1, biomechanics 1, anatomy and physiology, and nutrition, health and disease.

Written and verbal critical appraisal skills and the testing of hypotheses are extended at level 5 in areas such as research methods, perception and action 2, biomechanics 2 and sports psychology 2. Assessments based upon the reflective process are made at levels 5 and 6. Problem solving, design, analysis and reporting feature in the development and assessment of modules at levels 5 and 6. The critique of scientific literature and case study analysis initiated at level 4 is further developed at level 5 and is found in numerous modules at level 6.

Health and safety in the laboratory and the ethical background to working with human subjects begins at level 4 in measurement in sport and exercise, and is continued at level 5 ostensibly in research methods. For their research project in level 6, students are responsible for writing an ethics application and a risk assessment.

Students are introduced to laboratory measurements at level 4, the numerical results of which provide the material for data handling classes in measurement in sport and exercise, and other level 4 modules. At level 5, laboratory tests from different aspects of sports science are designed and carried out whilst linking closely to research methodologies. For example, the data obtained from the practical sessions in a number of level 5 modules is the focus for the teaching of inferential statistics. The final year project is the culmination of three years of progressive development in the design, execution, analysis and reporting of practical work.

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.

Digitally Enhanced Learning is incorporated into the T&L strategy to develop and support learning. Examples will include the University VLE (moodle), Panopto lecture capture and on-line platforms for remote seminars, discussion groups and tutorial support, as well as for formative assessment.

Students will be expected to engage in independent learning as outlined in each of the module descriptor documents, which will be made available on the Moodle sites. This learning will ostensibly be guided by staff via tasks set on the VLE.

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).

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 the course.

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.

#### **D. Assessment**

The course uses a blend of formative and summative assessment. Formative assessment provides 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.

The table 3 in section H shows how the course will be assessed by module. Most modules are assessed are by coursework only using a blended approach to assessment (written essays, lab reports, oral presentations, oral defences). At level 4, knowledge and understanding is typically assessed via written reports and multiple choice questionnaires. As students progress through the course, their transferrable skills are scrutinised more with oral presentations becoming a more common form of assessment. Each module has a 20 credit accumulation and transfer apart from Research Project in Level 6, which has 400 notional hours (40 CAT) assigned to it for student study hours.

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 BSc programmes.

#### **E. Academic Regulations**

The University's Academic Regulations apply to this degree course. Achievement of professional qualifications (gym instructor's award and personal trainer award) is governed by the regulations set by CIMSPA.

#### **F. Entry Requirements**

In order to be considered for entry to the course applicants will be required to have the following qualifications:

96 UCAS tariff points, equivalent to 3 Cs at A-level with one in a science-based subject (A-level Physical Education will be accepted as science-based) or DD BTEC National Diploma; MMM in BTEC

National Extended Diploma in a sport science-based subject e.g. Sport and Exercise Sciences, Sport (Performance and Excellence), Sport (Development, Coaching and Fitness).

GCSE Mathematics, English and Science at grade level C or higher. Adult Literacy and Numeracy Level 2 as well as Key Skills Communications and Numbers equate to GCSE English and Mathematics.

APEL: Consideration of prior learning and experiential learning will be considered for those applicants with non-standard entry. The decision regarding the appropriateness of this learning for entry to the course is solely that of the Course Director. Consideration will also be given for students who wish to claim APL for modules when transferring from another degree programme

### G. Course structure(s)

#### Course overview

- This course is structured over 3 years (FT).
- There are 2 semesters in each academic year.
- The FT course has 3 modules per semester.

BSc (Hons) Sport and Exercise Science – **Full time**

|                | Semester 1                                     |    | Semester 2  |    |
|----------------|--|----|---|----|
| <b>Level 4</b> | Measurement in Sport and Exercise (compulsory) | 20 | Biomechanics 1 (compulsory)                           | 20 |
|                | Nutrition Health and Disease (compulsory)      | 20 | Anatomy and Physiology in Sport (compulsory)          | 20 |
|                | Perception and Action 1 (compulsory)           | 20 | Sports Psychology 1 (compulsory)                      | 20 |
| <b>Level 5</b> | Biomechanics 2 (compulsory)                    | 20 | Exercise Physiology and Metabolism (compulsory)       | 20 |
|                | Sports Psychology 2 (compulsory)               | 20 | Perception and Action 2 (compulsory)                  | 20 |
|                | Research Methods (compulsory)                  |    |   | 20 |
|                | Strength & Conditioning (compulsory)           |    |   | 20 |
| <b>Level 6</b> | Environmental Exercise Physiology (optional)   | 20 | Applied Sports Psychology (optional)                  | 20 |
|                | Clinical and Applied Biomechanics (optional)   | 20 | Clinical and Applied Perception and Action (optional) | 20 |
|                | Research Project (compulsory)                  |    |   | 40 |
|                | Placement and Employability (optional)         |    |   | 20 |

#### Placements information

At Level 6 students have the opportunity to replace one of the curriculum modules (other than research project), which may not necessarily map to their career prospects, with a 'Placement and Employability' module. This has been designed to enhance the employability of students by developing an array of transferable *soft-skills*, and discipline-specific practical skills, beyond those acquired throughout the various components of the degree.

### H. Course Modules

All modules are core modules. There are no optional modules on this course.

| Module Code | Module Title                       | Level | Semester | Credit value | Assessment              |
|-------------|------------------------------------|-------|----------|--------------|-------------------------|
| ASC_4_402   | Measurement in Sport and Exercise  | 4     | 1        | 20           | 2 Coursework components |
| ASC_4_409   | Nutrition, Health and Disease      | 4     | 1        | 20           | 1 Coursework component  |
| ASC_4_439   | Perception and Action 1            | 4     | 1        | 20           | 2 Coursework components |
| ASC_4_404   | Biomechanics 1                     | 4     | 2        | 20           | 2 Coursework components |
| ASC_4_405   | Sports Psychology 1                | 4     | 2        | 20           | 1 Coursework component  |
| ASC_4_461   | Anatomy and Physiology in Sport    | 4     | 2        | 20           | 2 Coursework components |
| ASC_5_435   | Biomechanics 2                     | 5     | 1        | 20           | 1 Coursework components |
| ASC_5_424   | Sports Psychology 2                | 5     | 1        | 20           | 1 Coursework component  |
| ASC_5_437   | Research Methods                   | 5     | 1 & 2    | 20           | 2 Coursework components |
| ASC_5_438   | Exercise Physiology and Metabolism | 5     | 2        | 20           | 2 Coursework components |
| ASC_5_429   | Strength & Conditioning            | 5     | 1 & 2    | 20           | 2 Coursework components |
| ASC_5_436   | Perception and Action 2            | 5     | 2        | 20           | 2 Coursework components |
| ASC_6_468   | Clinical and Applied Biomechanics  | 6     | 1        | 20           | 1 Coursework component  |
| ASC_6_469   | Environmental Exercise Physiology  | 6     | 1        | 20           | 2 Coursework components |
| ASC_6_470   | Applied Sports Psychology          | 6     | 2        | 20           | 1 Coursework component  |
| ASC_6_471   | Clinical Perception and Action     | 6     | 2        | 20           | 1 Coursework components |
| ASC_6_434   | Research project                   | 6     | 1 & 2    | 40           | 1 Coursework component  |
| ASC_6_462   | Placement and Employability        | 6     | 1 & 2    | 20           | 1 Coursework component  |

### I. Timetable information

Time tables will be provided to students via Moodle sites as soon as possible before the start of each semester.

Typical contact hours for each week will range from 9 to 15 hours depending on the level of study and the modules that run in a semester. Modules that have laboratory sessions will normally have more contact time in a week than those without.

Each module is timetabled for 1x3hour block in a week (except those with laboratory sessions), and in some cases a module may also be supplemented with an online activity within a week. Classes are never scheduled on a Wednesday afternoon, so students can take part in sports activities.

## **J. Costs and financial support**

### **Course related costs**

- Additional expenses that may be incurred by a student in this course include the cost of text books, Professional Body and journal subscriptions. Uniforms and clothing may also be required to be purchase for placement activities. Any extracurricular courses that a student wished to take that are NOT provided and supported financially by the University will also be an additional cost to the student.

### **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/undergraduate/fees-and-funding> or
- <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: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)

## 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.

Level 4 Modules

**D = Outcome Developed in Module; A = Outcome Assessed (and therefore also developed) in Module; T = Outcome Taught in Module**

| 836               | Level 4 Module                     |                        |                                   |                           |                              |                     |
|-------------------|------------------------------------|------------------------|-----------------------------------|---------------------------|------------------------------|---------------------|
| Programme outcome | Perception and Action <sup>1</sup> | Anatomy and Physiology | Measurement in Sport and Exercise | Biomechanics <sup>1</sup> | Nutrition Health and Disease | Sports Psychology 1 |
| A 1               | T,D                                | T,D,A                  | T                                 | T,D,A                     | T,D,A                        | T,D                 |
| A 2               | D,A                                |                        |                                   | T,D                       | D                            | D                   |
| A 3               | T,D                                | D                      | T,D,A                             |                           | D                            | DD                  |
| A4                | A                                  | T,D,A                  | T,D,A                             | T,D,A                     |                              | T,A                 |
|                   |                                    |                        |                                   |                           |                              |                     |
| B 1               | T,D,A                              | D                      | T,D,A                             | T,D,A                     | D                            | T                   |
| B 2               | T,D,A                              | T,D,A                  | D,A                               | T,D,A                     | T,A                          | T,D                 |
| B 3               | T,D                                | A                      | D                                 | A                         |                              | T,D,A               |
| B 4               | T,D,A                              | D                      | T,D                               | D                         | D                            |                     |
|                   |                                    |                        |                                   |                           |                              |                     |
| C 1               | T,D                                | T,D,A                  | T,D                               | T,D,A                     | T,D                          | D                   |
| C 2               | D                                  | D                      | T,D,A                             | D                         | T                            | D                   |
| C 3               | D,A                                | D,A                    | T,D,A                             | T,D,A                     |                              |                     |
| C 4               | T,D,A                              |                        |                                   | D                         | D                            | T,D,A               |
| C 5               | D,A                                | D                      | D                                 | T,A                       |                              | T,D                 |
|                   |                                    |                        |                                   |                           |                              |                     |
| D1                | D                                  | D                      | T,D                               | D                         | D                            | D                   |
| D2                | D,A                                | D                      | T,A                               | T,A                       | T                            | T,D,A               |
| D3                | D,A                                | A                      | T,A                               | D,A                       | D                            | D                   |
| D4                |                                    | D,A                    | T,A                               | T,A                       |                              |                     |
| D5                | D                                  | D                      | T,D,A                             | T,D                       | T,D                          | D                   |

| 836               | Level 5 Module |                     |                         |                                    |                         |                  |
|-------------------|----------------|---------------------|-------------------------|------------------------------------|-------------------------|------------------|
| Programme outcome | Biomechanics 2 | Sports Psychology 2 | Perception and Action 2 | Exercise Physiology and Metabolism | Strength & Conditioning | Research Methods |
| A 1               | T, D,A         | T,D,A               | T,D,A                   | T,D,A                              | D                       | T,D,A            |
| A 2               | D              | D                   | T, D, A                 | D                                  | D, A                    | D, A             |
| A 3               | D              | T, D, A             | T, D, A                 | D, A                               | T, D, A                 | D, A             |
| A4                | T, D, A        | T, D, A             | T, D, A                 | D, A                               | D, A                    | T, D, A          |
|                   |                |                     |                         |                                    |                         |                  |
| B 1               | T, D, A        | T, D,A              | T, D,A                  | T, D, A                            | T, D, A                 | D, A             |
| B 2               | T, D, A        | T, D, A             | T, D, A                 | T, D, A                            | T, D, A                 | T, D, A          |
| B 3               | T, D, A        | T, D, A             | T, D, A                 | T, D, A                            | T, D, A                 | D, A             |
| B 4               | D              | D                   | T, ,D, A                | D, A                               | T, D, A                 | D                |
|                   |                |                     |                         |                                    |                         |                  |
| C 1               | T, D, A        | D                   | T, D, A                 | T, D, A                            | T, D, A                 | D, A             |
| C 2               | D, A           | D                   | T, D, A                 | D, A                               | T, D, A                 | T, D, A          |
| C 3               | D, A           | D, A                | D, A                    | D, A                               | T, D, A                 | D, A             |
| C 4               | D              | D, A                | T, D, A                 | T, D                               | T, D, A                 | A                |
| C 5               | D              | D, A                | T, D, A                 | D                                  | T, D, A                 | D                |
|                   |                |                     |                         |                                    |                         |                  |
| D1                | D              | D                   | D                       | D                                  | D, A                    | D                |
| D2                | D, A           | D, A                | D, A                    | D, A                               | D, A                    | D, A             |
| D3                | A              | A                   | D, A                    | A                                  | A                       | T, D, A          |
| D4                | T, A           | D, A                | D, A                    | D, A                               | D, A                    | T, D, A          |
| D5                | D, A           | D                   | D                       | D, A                               | D, A                    | T, D, A          |

| 836               | Level 6 Module                    |                                   |                                |                           |                             |                  |
|-------------------|-----------------------------------|-----------------------------------|--------------------------------|---------------------------|-----------------------------|------------------|
| Programme outcome | Clinical and Applied Biomechanics | Environmental Exercise Physiology | Clinical Perception and Action | Applied Sports Psychology | Placement and Employability | Research Project |
| A 1               | T, D,A                            | T,D,A                             | T,D,A                          | T,D,A                     | D                           | D,A              |
| A 2               | D                                 | D                                 | T, D, A                        | D                         | T,D                         | D, A             |
| A 3               | D                                 | D, A                              | D, A                           | D, A                      | T,D,A                       | D, A             |
| A4                | T, D, A                           | T, D, A                           | D, A                           | D, A                      | D,A                         | D, A             |
|                   |                                   |                                   |                                |                           |                             |                  |
| B 1               | T, D, A                           | T, D,A                            | T, D,A                         | T, D, A                   | D,A                         | D, A             |
| B 2               | T, D, A                           | T, D, A                           | T, D, A                        | T, D, A                   | D,A                         | D, A             |
| B 3               | T, D, A                           | T, D, A                           | T, D, A                        | T, D, A                   | D,A                         | D, A             |
| B 4               | D                                 | D                                 | T, ,D, A                       | D, A                      | T,D,A                       | D                |
|                   |                                   |                                   |                                |                           |                             |                  |
| C 1               | T, D, A                           | D                                 | D                              | D                         | D,A                         | D, A             |
| C 2               | D, A                              | D                                 | T, D, A                        | D, A                      | T,D,A                       | T, D, A          |
| C 3               | D, A                              | D, A                              | T, D, A                        | D, A                      | D,A                         | D, A             |
| C 4               | D                                 | T, D, A                           | D, A                           | T, D, A                   | D,A                         | A                |
| C 5               | D                                 | D, A                              | T, D, A                        | D                         | T,D,A                       | D                |
|                   |                                   |                                   |                                |                           |                             |                  |
| D1                | D                                 | D                                 | D                              | D                         | D,A                         | D, A             |
| D2                | D, A                              | D, A                              | D, A                           | D, A                      | D,A                         | D, A             |
| D3                | A                                 | A                                 | D, A                           | A                         | D,A                         | D, A             |
| D4                | T, A                              | D, A                              | D, A                           | D, A                      | D,A                         | T, D, A          |
| D5                | D, A                              | D                                 | D                              | D, A                      | D,A                         | D, A             |

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| <b>Dimension of the Educational Framework</b>    | <b>Minimum expectations and rationale</b>  | <b>How this is achieved in the course</b>  |
|--|--|--|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | <p>The course is mapped to the requirements for endorsement by CIMSPA. Students are required to carry out extracurricular practical study and theory and practical examinations for the awards of gym instructor and personal trainer. The course has a long thin Strength &amp; Conditioning module in which to develop students' professional and translational skills in this area. Furthermore, an Employability and Placement module in Level 6 allows students to explore the professional competencies within their intended career path as well as encouraging work experience.</p> <p>In addition, the course includes a range of guest lecturer from professionals and alumni and there are many opportunities to gain relevant work experience as a sports ambassador through the Academy of Sport.</p> |
| Embedded learning development                    | <p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and</p>   | <p>This is achieved in the modules Measurement in Sport and Exercise and Perception and Action 1. Students also have access and support from Skills for Learning Unit at the University and further tutorial support is provided via the Personal Tutoring system.</p>   |

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|   | reinforce the learning development to aid in the transfer of learning.   |  |
| High impact pedagogies                      | <p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>   | Most modules throughout the curriculum offer students the opportunity to work in groups.   |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>  | <p>This is achieved via the Module Moodle sites. Staff will upload a range of learning resources to support student learning.</p> <p>All students enrolled on a module will have access to the Moodle site and all module materials.</p>                                     |
| Assessment for learning                     | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p> | Most of the modules develop the assessment throughout the semester therefore scaffolding the student development of assessment skills and the final summative assessment. This provides the opportunity for formative assessment and feedback prior to the final submission. |
| High impact pedagogies                      | <u>Research and enquiry experiences</u>  | These opportunities are made available throughout the  |

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|   | <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | <p>curriculum the following modules: Perception and Action 1 (L4); Measurement in Sport and Exercise (L4); Sports Psychology 2 (L5); Biomechanics 2 (L5); Research Methods (L5); Strength &amp; Conditioning; Clinical and Applied Biomechanics (L6); Clinical Perception and Action (L6) and Research Project (L6). This is done through the development of research knowledge and skills within the L4 modules and the L5 Research Methods module. It is also achieved via the development of competencies through small research assessment tasks in the other modules leading to the final year research project. Students may also have the opportunity to engage with staff research activities and apply for summer research scholarships when available.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning</p> | <p><u>Authentic learning and assessment tasks</u><br/>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>   | <p>A number of the module teaching and assessment patterns require the students to carry out problem based learning tasks and to develop answers and solutions to examples of real world situations. This is clearly evident in the Sports Psychology, Biomechanics 2, Strength &amp; Conditioning and Research Project modules.</p>   |
| <p>Inclusive teaching, learning and assessment</p>                                | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p>   | <p>Staff use a range of materials in the delivery of their courses that include images and video. Consideration is also given to</p>   |

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|   | <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>  | <p>cultural, religion and gender diversity when considering the challenges faced by sports performers. For example, the potential impact of Ramadan on athlete performance and the challenges faced by female athletes in terms of the female athlete triad.</p>   |
| <p>Curricula informed by employer and industry need</p> | <p><u>Work-based learning</u><br/> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>  | <p>Students are offered the opportunity to complete short courses that will support their employment opportunities. They can also train as Sports Ambassadors and obtain paid work via the Academy of Sport. Furthermore, they are encouraged to actively participate in activities of the Human Performance Centre. Some of the modular assessments have role play assessments and a number require the students to work on case studies. Opportunities for internship and voluntary experience may also be available from time-to-time</p> |
| <p>Embedded learning development</p>                    | <p><u>Writing in the disciplines: Alternative formats</u><br/> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that</p> | <p>There are a board range of assessments that develop the students critical thinking, information processing, synthesis and writing skills. These skills are developed in a progressive manner from L4 to L6 in modules such as Perception and Action 1, 2 and 3. Measurement in Sport and exercise; Biomechanics; Exercise Physiology and Metabolism, Research Methods and the Research Project. Module assessments include; Poster presentations; Mindmap development; written essays; Written</p>  |

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|  | assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.  | reports; Mini research projects; Laboratory reports; Journal paper reading and writing (final year project); case reports.  |
| High impact pedagogies                           | <u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u><br>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b> , communication and networking.   | This is achieved in the degree programme through assessments that requires students to work in groups on mini research projects and laboratory assessments. The final year project encourages students to carry out an interdisciplinary research investigation linked either to the research interests of the academic team or, with approval from an academic, their own research question.   |
| Assessment for learning                          | <u>Variation of assessment</u><br>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum. | The curriculum in Sport and Exercise Science is heavily focused on coursework assessment. There are a wide range of coursework formats across the modules. These include: Group and individual presentations; mind map development; laboratory reports; problem based learning tasks; mini research projects/investigations; poster presentations; essays; reports/case study's and a major research project. Flexibility for the mode of assessment can be considered based on student needs and subject to academic decision. |
| Curricula informed by employer and industry need | <u>Career management skills</u><br>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-  | Through the personal tutoring system students are able to discuss career management skills with academic staff. There is career support available via the University  |

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|  | <p>related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>   | <p>Student Centre that staff can refer students too/students can access independently. Staff also aim to raise awareness of the skills and competencies required of sport and exercise scientists / subject specialists (Sports Psychology; Exercise Physiology; Sport Biomechanics; Researcher; Sports Nutrition) many of which share common transferrable skills that are developed during study. Finally, where possible careers sessions will be organised where alumni are invited in to explain their career journey post-graduation.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><u>Capstone project/dissertation</u><br/>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p> | <p>The final year project requires the integration of a range of learning experiences that are initiated at L4, developed at L5 and advanced at L6. The project titles available to students are linked to the research activities of staff. This offers students an opportunity to engage in contemporary research investigations and to carry out a focused or interdisciplinary project that draws on the knowledge, skills and competencies they have developed during their study.</p>   |

## 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]

|                                 |   |
|---------------------------------|---|
| <b>awarding body</b>            | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees   |
| <b>bursary</b>                  | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'  |
| <b>collaborative provision</b>  | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former   |
| <b>compulsory module</b>        | a module that students are required to take   |
| <b>contact hours</b>            | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials  |
| <b>coursework</b>               | student work that contributes towards the final result but is not assessed by written examination   |
| <b>current students</b>         | students enrolled on a course who have not yet completed their studies or been awarded their qualification  |
| <b>delivery organisation</b>    | an organisation that delivers learning opportunities on behalf of a degree-awarding body  |
| <b>distance-learning course</b> | a course of study that does not involve face-to-face contact between students and tutors  |
| <b>extracurricular</b>          | activities undertaken by students outside their studies   |
| <b>feedback (on assessment)</b> | advice to students following their completion of a piece of assessed or examined work   |
| <b>formative assessment</b>     | 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 |

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| <b>higher education provider</b>    | organisations that deliver higher education  |
| <b>independent learning</b>         | 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                                 |
|                                     |  |
| <b>lecture</b>                      | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials  |
| <b>learning zone</b>                | a flexible student space that supports independent and social learning   |
| <b>material information</b>         | information students need to make an informed decision, such as about what and where to study  |
| <b>mode of study</b>                | different ways of studying, such as full-time, level of study, e-learning or work-based learning   |
| <b>modular course</b>               | a course delivered using modules   |
| <b>module</b>                       | 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 |
| <b>national teaching fellowship</b> | a national award for individuals who have made an outstanding impact on student learning and the teaching profession   |
| <b>navigability (of websites)</b>   | the ease with which users can obtain the information they require from a website   |
| <b>optional module</b>              | a module or course unit that students choose to take   |
| <b>performance (examinations)</b>   | a type of examination used in performance-based subjects such as drama and music   |
| <b>professional body</b>            | an organisation that oversees the activities of a particular profession and represents the interests of its members  |
| <b>prospective student</b>          | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider   |

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| <b>regulated course</b>     | a course that is regulated by a regulatory body  |
| <b>regulatory body</b>      | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities  |
| <b>scholarship</b>          | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'   |
| <b>semester</b>             | 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)  |
| <b>seminar</b>              | 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                              |
| <b>summative assessment</b> | formal assessment of students' work, contributing to the final result  |
| <b>term</b>                 | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)   |
| <b>total study time</b>     | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment  |
| <b>tutorial</b>             | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project  |
| <b>work/study placement</b> | 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 |
| <b>workload</b>             | see 'total study time'   |
| <b>written examination</b>  | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions  |