

## ***BSc (Hons) Sport & Exercise Science (Teaching & Coaching)***

<b>1. Programme title</b>	Sport and Exercise Science (Teaching & Coaching)
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Not Applicable
<b>5. Final qualification</b>	BSc (Hons) Sport and Exercise Science (Teaching & Coaching)
<b>6. Year of validation</b> <b>Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	FT

### **9. Criteria for admission to the programme**

Candidates must be able to satisfy the general admissions requirements of Middlesex University in one of the following ways:

The normal minimum age of entry is 18.

A minimum of 280 points (to include 2 A 2's) plus GCSEs grades A to C in mathematics, English and science OR BTEC National Diploma or VCE's or International Baccalaureate or Access science course (equivalent tariff to above)

Applications from candidates with a foundation degree must obtain a merit or above and the foundation degree must be in a related subject to the award title.

Applications from candidates without formal qualifications are welcome, providing they can show appropriate levels of relevant ability and experience; they would need to make a claim for accreditation of prior learning (APL) examples of this could be vocational based fitness qualifications and relevant experience in the field.

Exemptions from parts of the degree programmes are possible. Claimants seeking accreditation of prior learning and experience must apply to the university and may be required to present a portfolio in support of their claims.

In addition for Overseas students: a qualification demonstrating competence in English (e.g. TOEFL 550, IELTS 6.0) if English is not the first language. The programme is suitable for individuals with profound physical or visual impairment.

## 10. Aims of the programme

The programme aims to:

The core aim is:

- To provide a knowledge and understanding of human response and apply to exercise. other aims of the programmes are:

- To ensure a familiarity with methods to enhance sport performance.
- To develop competence in the scientific methods of enquiry and problem-solving abilities.
- To develop a reflective approach to theory and practice.
- To develop the student's ability to analyse, justify, debate and review ideas, protocols and actions.
- To promote an appreciation of the need for both a multi-disciplinary and inter-disciplinary approach to study and intervention.

To promote autonomous learning and an appreciation of the need for continuing professional

development

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Human structure and function with reference to exercise performance, health or movement
2. Research methods and processes with particular relevance to exercise and health
3. The psychology of working with those in sport
4. Nutritional needs of the physically active
5. The basic effects of pharmacological agents on exercise performance, disease and health
6. Techniques and procedures used to assess physical fitness and well-being
7. The principles of safe and effective training for variety of clients including elite athletes, special populations or individuals with chronic diseases taking into account national and professional bodies guidelines and the client's social and cultural background

### Teaching/learning methods

Students gain knowledge and understanding through attending lectures, participatory seminars, small group discussions, directed learning, laboratory and practical clinical sessions and on placement. An understanding of the subject is both summative and formatively assessed.

### Assessment Method

Students' knowledge and understanding is assessed by presentations, written assignments, laboratory reports, case studies, Learning portfolios and unseen examinations.

### B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

### Teaching/learning methods

Students learn cognitive skills through lectures, discussions, formative assessment, peer-review of seminar presentations, debates and

<ol style="list-style-type: none"> <li>1. Develop and challenge ideas through the evaluation of appropriate literature, concepts and principles</li> <li>2. Design and carryout independent research and critically evaluate research findings</li> <li>3. Critically analyse and interpret data with understanding of strength and weakness of the data and technique used to collect the data</li> <li>4. Design and evaluate exercise programmes to enhance health and fitness</li> </ol> <p>Articulate the need for both a multi-disciplinary and inter-disciplinary approach to intervention</p>	<p>directed reading.</p> <p><b>Assessment Method</b></p> <p>Students' cognitive skills are assessed by written work, peer-assessment, self-assessment, examinations, presentations and case studies.</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Select and execute appropriate, laboratory or field tests</li> <li>2. Design, carryout and communicate independent research using appropriate media</li> <li>3. Review and competently carry out safety and risk assessment or appropriate emergency care in accordance with legislation and professional codes of conduct.</li> <li>4. Plan, design, manage and execute practical activities using appropriate techniques and procedures.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through attending laboratory classes, formative assessment, skills sessions and work experience</p> <p><b>Assessment Method</b></p> <p>Students' practical skills are assessed by practical examinations, laboratory reports, and logbook and supervisor reports.</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through reading, group work exercises, structured and directed learning, reflection and development</p>

1. Develop communication and presentation skills
2. Demonstrate teamwork and interpersonal skills
3. Competently use information technology
4. Demonstrate competence in numeracy and problem solving techniques
5. Develop Personal career plans
6. Develop an autonomous and reflective approach to lifelong learning

of portfolio material, formative assessment and on placement.

**Assessment method**

Students' graduate skills are assessed by written work in the form of portfolios, case studies, logbook, presentations, peer assessment and self-assessment and project work.

**12. Programme structure (levels, modules, credits and progression requirements)**

**12. 1 Overall structure of the programme**

**See Page 15**

**12.2 Levels and modules**

**Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.**

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

Students must take all of the following	None	Completion of all level 4 modules.
SES1240		
SES1241		
SES1242		
SES1243		
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following	None	Completion of all level 5 modules.
SES2203		
SES2222		
SES2116		
SES2557		
Level 6 (3)		
COMPULSORY	<b>COMPULSORY FOR A SPECIFIC PROGRAMME</b>	PROGRESSION REQUIREMENTS

<p><b>Students must take all of the following</b></p> <p>SES3360</p>	<p><b>Sport and Exercise Science</b></p> <p>SES3339</p> <p>SES3340</p>	<p>Completion of all level 6 modules.</p>
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<b>12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)</b>	
Module level	

<p><b>13. Curriculum map</b></p>
<p style="text-align: center;"><b>See Curriculum Map attached</b></p>
<p><b>14. Information about assessment regulations</b></p>

### **15. Placement opportunities, requirements and support (if applicable)**

SES Students have to complete 30 hours of placements in order to pass SES1242 which is a core first year module. Work experience will further be included into the advance modules within specific programme choices in final year. Depending upon pathway choice a CRB check may be required at the end of the second year. Placement opportunities are further embedded into the advanced skills modules for the designated specialist pathways in the final year of study.

The first placement will be introduced early in the new programme with students attending a fitness centre or coaching observation in year 1. This will make up part of the SES 1242 module. Student will be asked to complete a reflective report on their placement. Students will be adequately prepared for fitness centre placement because they will be trained in gym and fitness instruction as part of SES 1241 (Fundamentals of health and fitness) and will cover first aid as part of this module. Student in the second year will be asked to complete a coaching log book of another additional 30 hours of placement in SES 2116 Applied sport and health fitness coaching. The second year placement should be focused on coaching groups or individuals in sport or fitness activities. The final year of the programme will further include a work experience focus within the advanced modules for that pathway, for example SES3339 they will be asked to work with a team or within a school to help develop their teaching and coaching skills.

Before students can start their placements, they must pass the earlier modules. Students will receive help with identifying a suitable placement, with any application if required. On placement, each student will be allocated a supervisor, who will be an employee at the placement. The supervisor will provide the student with learning opportunities, enabling students to achieve the learning outcome of the module. Each placement will be allocated a placement tutor, who will strive to ensure students gain the most educationally from the placement.

Prior to placements all students will attend 2 workshops to outline and explain placement procedures inline with the new MU placement guidelines. Placement opportunities exist in the following areas: Sports Clubs, University Sports Clubs, local sports development projects.

### **16. Future careers (if applicable)**

Graduates can gain employment in schools, coaching companies, sports teams, health and fitness club management, fitness consultancy, personal fitness training and sports or physical activity development. There are career opportunities in teaching and research. On graduation, students can continue with their professional studies taking British Association of Sport and Exercise Science (BASES) training programmes' to qualify in three years as accredited sports and exercise scientist. Career opportunities and postgraduate programmes in sport are advertised on their web site [www.bases.org](http://www.bases.org) They can also progress onto postgraduate studies at Middlesex University or another university.

### 17. Particular support for learning (if applicable)

### 18. JACS code (or other relevant coding system)

C600

### 19. Relevant QAA subject benchmark group(s)

Hospitality, Leisure, Sport and Tourism

### 20. Reference points

The following reference points were used in designing the Programme.

#### Internal documentation:

- i. Middlesex University (2006) Learning Framework Document
- ii. Middlesex University (2009/10) Guide and Regulations. London. MU.
- iii. Middlesex University: QAAS Procedures Handbook, London, MU.
- iv. School of Health and Social Sciences (2008) Learning, Teaching and Assessment Policy and Strategy 2008. HSSC
- v. School of Health and Social Sciences: Assuring Academic Quality and Standards. (2004) HSSC
- vi. Human and Healthcare Sciences Academic Group (2008) Learning, Teaching and Assessment Strategy

#### External Documentation:

- i. BASES (2009) BASES Undergraduate Endorsement Scheme (BUES) Application Manual. BASES
- ii. Quality Assurance Agency (2008) Framework for Higher Qualifications, London, QAA

Quality Assurance Agency (2008) QAA Subject Benchmarking Group: Hospitality, Leisure, Sport and Tourism (Unit 25)

## **21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the programme handbook and the University Regulations.

## **Appendix 2: Curriculum Map**

### **Curriculum map for [title of Programme]**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### **Programme learning outcomes**

A: Knowledge and understanding of		C: Practical skills	
A1	Human structure and function with reference to exercise performance, health or movement	C1	Select and execute appropriate clinical, laboratory or field tests
A2	Research methods and processes with particular relevance to exercise and health	C2	Design, carryout and communicate research using appropriate media
A3	The psychology of working with those in sport and exercise	C3	Review and competently carry out safety and risk assessment or appropriate emergency care in accordance with legislation and professional codes of conduct
A4	Nutritional needs of the physically active	C4	Plan, design, manage and execute practical activities using appropriate techniques and procedures

A5	The basic effects Ergogenic aids on exercise performance, disease and health		
A6	Techniques and procedures used to assess physical fitness and well-being		
A7	The principles of safe and effective training for variety of clients including elite athletes, special populations or individuals with chronic diseases taking into national and professional bodies guidelines and the client's social and cultural background		
B: Cognitive skills		D: Key skills	
B1	Develop and challenge ideas through the evaluation of appropriate literature, concepts and principles	D1	Develop communication and presentation skills
B2	Design and carryout research and critically evaluate research findings	D2	Demonstrate teamwork and interpersonal skills
B3	Critically analyse and interpret data with understanding of strength and weakness of the data and technique used to collect the data	D3	Competently use of information technology
B4	Design and evaluate the effectiveness and appropriateness of interventions to enhance health, fitness or performance	D4	Demonstrate competence in numeracy and problem solving techniques
B5	Articulate the need for both a multi-disciplinary and inter-	D5	Develop Personal career plans

	disciplinary approach to intervention		
		D6	Develop an autonomous and reflective approach to lifelong learning

	Module	Code	Programme Outcomes																						
			SES	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	CC1	2	C3	C4	D1	D2	D3	D4	D5	D6
1	Professional Skills and Work Experience	1242		X						X	You may need get	X					X	X	X	X	X	X	X	X	X
2	Fundamentals of Anatomy	1240	X	X			X		X			X		X	X				X	X	X				

of Anatomy



	Coaching																						
8	Applied Sport and Exercise Psychology	2557	X	X	X				X	X		X		X				X	X	X	X	X	X
9	Advanced Teaching and Coaching Sport	3339		X	X			X	X	X		X	X	X	X		X	X	X	X	X	X	X
10	Advanced Sport and Exercise Science	3340	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Research Dissertation	3360	X	X	X				X	X	X	X	X	X	X	X	X	X		X	X		X

