

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	BSc (Hons) Sport and Exercise Science	Course Code	BSESF BSESS (sandwich version)
FHEQ level and credit of final award	6 (120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS)		
Intermediate awards titles	Cert HE Sport and Exercise Science (120 CATS) Dip HE Sport and Exercise Science (240 CATS)		
FHEQ level and credit of intermediate award	4 (120 Level 4 CATS) 5 (120 Level 4 CATS, 120 Level 5 CATS)		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	British Association of Sport and Exercise Science (BASES)		
Duration of PSRB accreditation/recognition where applicable)	5 years		
Mode of study	Full-time, Full-time sandwich		
Distance Learning course	No		
Standard length of course	Non-sandwich 3 years full time (4 years full time with Foundation Year) Sandwich 4 years full time (5 years full time with Foundation Year and sandwich)		
Language of delivery	English		
Place of delivery	Health Sciences University		
UCAS code (where applicable)	C607		

	C605 (L3- Entry via Foundation Year)
HECOS Code(s)	100433
Date Course initially approved	9 th July 2018
Version number	2.1
Date this version approved	7 May 2026
Academic year from which this applies	September 2026
Author	Zoe Wimshurst

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University website.

Recognition of Prior Learning (RPL)

The University has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

Entry to this course is also available via the completion of the Integrated **Foundation Year**. The details of the Foundation Year are available in the standalone Course Specification. Entry Requirements are available on the Course Search area of the University Website.

2. Additional entry requirements

Not Applicable

3. Aims of the course

The aims of the course are to:

- Bring together knowledge from complementary subject areas, most notably the disciplines of physiology, biomechanics, and psychology which underpin sport and exercise science.
- Equip students with knowledge and understanding of the core domains of sport and exercise science, the different theoretical and methodological perspectives associated with the domains, and some areas of applied sport and exercise science.
- Engage in the practical application of sport and exercise science theory and knowledge.
- Equip students with critical and analytical competence so they are able to use, understand, and create research evidence to support their professional practice.
- Utilise appropriate research design, methodologies, and performance analyses to facilitate and sustain critical scholarly investigation in sport and exercise disciplines, their effects, and potential impact.

3. Aims of the course

- Engage in effective forms of communication through the appropriate use of written, interpersonal and presentational methods.
- Embed the key skills of active learning expected from graduates such as: debating and questioning, independent and collaborative planning, interpersonal skills, goal setting, self-management, self-reflection and evaluation, and those skills related to communication and information technology.
- Develop graduates who understand how to apply their knowledge in a range of domains, and in multi- and inter-disciplinary teams.

4. Course Learning Outcomes – what students will be expected to achieve

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 – Sport and exercise science theory from an informed, critical, reflexive and multidisciplinary perspective</p> <p>A2 – Reflective practice to identify and critically, ethically, accurately and efficiently reflect on issues and problems related to sport and exercise science</p> <p>A3 – Major theoretical perspectives, debates, empirical research, methods, fundamental assumptions and conceptual issues within a number of topics within sport and exercise science</p> <p>A4 – Sport and exercise science employment options</p>	<p>Teaching and Learning Methods</p> <p>Theoretical content will be covered in asynchronous online material and through other directed learning such as reading journal articles and exploring scientifically based evidence. This will be supported with peer-supported group learning and face-to-face synchronous session which will focus on the implementation of theoretical knowledge to underpin applied practice. Synchronous sessions may include, but are not limited to, case-based problem solving, group discussions, in-class activities, critical reflection.</p> <p>Assessment Methods</p> <p>Assessment of knowledge and understanding takes place throughout the course and utilises a range of formats designed to not only test knowledge, but to allow students to present said knowledge in a number of discipline relevant ways. These include portfolios, blog posts, group presentations, laboratory reports, debates, and personal development plans.</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1 – Reflect critically on the central themes within the course units</p> <p>B2 – Critically relate theory to practice in the context of sport and exercise science</p>	<p>Teaching and Learning Methods</p> <p>Developing students into autonomous and reflective thinkers will be achieved through teaching methods such as using asynchronous materials to develop underpinning knowledge which will be reflected on and challenged in synchronous face-to-face classes. Students will also have the opportunity to reflect upon their own preparation and performance and create action plans to implement change.</p>

<p>B3 – Apply knowledge to solve problems in both laboratory and ‘real-world’ settings.</p> <p>B4 – Identify their own learning needs, plan their own learning and development and evaluate its effectiveness, as required for continual professional development</p>	<p>Assessment Methods</p> <p>Students' cognitive skills are examined through assessments such as reflective essays, personal development plans, group presentations, portfolios, and case-based learning</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 – Plan, design and execute a piece of independent research</p> <p>C2 – Monitor and critically evaluate human performance in laboratory and field settings</p> <p>C3 – Plan, prepare and critically present appropriate techniques and skills to develop applied practice</p>	<p>Teaching and Learning Methods</p> <p>Teaching and learning methods include, but are not limited to, individual tutor meetings, practical laboratory sessions, work placement opportunities, workshops and seminars.</p> <p>Assessment Methods</p> <p>Assessment of practical skills will be carried out in a number of ways which include, a written dissertation and academic poster presentation, assessment of laboratory-based skills, group presentations, portfolios and laboratory reports.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 – Communicate effectively</p> <p>D2 - Problem solve</p> <p>D3 - Work effectively as part of a team</p> <p>D4 – Manage their own learning</p> <p>D5 – utilise technology in discipline specific contexts</p> <p>D6 – effectively apply research methods to design, carry out, and write up primary scientific research</p>	<p>Teaching and Learning Methods</p> <p>Students will be supported to develop transferable skills through directed learning, small group seminars, peer-supported learning and VLE based activities.</p> <p>Assessment Methods</p> <p>Transferable skills will be assessed in a number of ways including group work, oral presentations, written assignments such as essays, laboratory reports but also more contemporary assignments such as blog posts, podcasts, or video diaries. Problem solving will be involved as a method in many assessments such as when students are having to assess cases and come up with treatment or training plans. LO D6 will be assessed within the Dissertation unit, but prior to this, students will be able to carry out various elements involved in this through other laboratory reports and portfolio elements of the Research Methods units.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to</p> <p>E1 – Demonstrate an understanding of BASES, and work in accordance with their requirements and professional standards</p> <p>E2 – Demonstrate understanding and respect of the roles and expertise that will work in collaboration within sport and exercise settings.</p>	<p>Teaching and Learning Methods</p> <p>This course has been designed to give students enhanced opportunities for developing professional competencies, both in work placements and in units designed to give greater insight into the multidisciplinary nature of the sport and exercises science environment.</p> <p>Assessment Methods</p> <p>Professional competencies will be assessed in portfolios, written coursework and oral presentations.</p>

E3 – Understand the importance of lifelong learning and continual professional development.	
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Intermediate exit award outcomes

List ILOs under same categories above, as appropriate for each intermediate award

Cert HE Sport and Exercise Science (120 CATS)

ILOs achieved:

- A1-A4 Subject Knowledge and understanding
- B1 and B4 Intellectual skills
- C3 Practical skills
- D1-D5 Transferable skills
- E1-E3 Professional competencies

Dip HE Sport and Exercise Science (240 CATS)

ILOs achieved:

- A1-A4 Subject Knowledge and understanding
- B1-B4 Intellectual skills
- C2-C3 Practical skills
- D1-D5 Transferable skills
- E1-E3 Professional competencies

Course Structure

5. Outline of course content

The BSc (Hons) Sport and Exercise Science course has been designed to offer a contemporary and industry relevant curriculum to equip students with the necessary theoretical and applied skills to thrive in the competitive job market following graduation.

The course has been designed to meet the requirements of the British Association of Sport and Exercise Sciences. Students will develop their knowledge through seminars, workshops and small working groups. Their practical skills will be progressed through laboratory and classroom based practical sessions as well as optional placement opportunities. Specifically, this course will allow students the opportunity to understand, recognise and thrive within multi- and inter-disciplinary teams. This integration begins from the first year where discipline specific knowledge is gained in the respective physiology, kinesiology and psychology units, and then combined in the multi-disciplinary unit in the Spring semester. This model is followed in year two, and in year three all disciplines are combined to reflect the environment in which students are likely to find themselves when entering the working world. The course design allows students the opportunity to develop subject specific knowledge which will enable them to become specialists through postgraduate study, or to remain generalists within the Sport and Exercise environment, which is where the working environment is trending towards.

The BSc (Hons) Sport and Exercise Science course consists of the following units. A full course diagram can be seen in Appendix 1.

- Introduction to Research Methods (L4 – 20 CATS)
- Kinesiology (L4 – 20 CATS)
- Sport and Exercise Science in Practice (L4 – 20 CATS)

5. Outline of course content

- Anatomy and Physiology (L4 – 20 CATS)
- Psychology of Exercise (L4 – 20 CATS)
- Multi-disciplinary Approaches in Elite Sport (L4 – 20 CATS)
- Psychology of Sport and Performance (L5 – 20 CATS)
- Biomechanics and Skill Acquisition (L5 – 20 CATS)
- Physiology of Sport and Exercise (L5 – 20 CATS)
- Research Methods (L5 – 20 CATS)
- Case-based learning in a sport and exercise domain (L5 – 20 CATS)
- Contemporary Issues in Sport and Exercise Science (L5 – 20 CATS)
- Perspectives in Sport and Exercise Science (theory) (L6 – 20CATS)
- Perspectives in Sport and Exercise Science (applied) (L6 – 20CATS)
- Health through the Lifespan (L6 – 20CATS)
- Professional Development (L6 – 20CATS)
- Dissertation (L6 – 40CATS)

6. Placements, work-based learning or other special features of the course

Students will have the option to carry out a placement year if they are on the Sandwich course option, which would sit between level 5 and 6 of study. There is also a level 6 Professional Development unit where students can opt to undertake a work placement, a research placement, or carry out an entrepreneurship or business development project. This allows them the flexibility to pursue whichever direction they are most interested in for their future development.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

HSU courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the

8. Learning hours/student workload

subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g. is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff, such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have around 8-12 hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 12 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 20 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by HSU academic staff and qualified professional practitioners with relevant expertise.

10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

Graduates of this course may wish to go directly into employment in a range of sectors such as exercise specialists within the NHS or private health care, or work in the sports environment as a Sport Scientist. Many roles will require further study to MSc level and this course will allow students the gateway onto a wide variety of related MSc courses such as Sport Rehabilitation, Sports Medicine, Sports Psychology, Strength and Conditioning, Advanced Physiology, Physiotherapy etc.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University's courses is monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body endorsement

14. Inclusivity statement

HSU is committed to being an institution where students and staff from all backgrounds can flourish. HSU recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

HSU seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

- UK Quality Code for Higher Education Chapter A1: The National Level incorporating the Framework for Higher Education Qualifications
- QAA subject benchmark statements for sport and exercise science
- British Association of Sport and Exercise Sciences (BASES) undergraduate endorsement scheme guidelines
- SEEC Credit level descriptors for Higher Education
- BASRaT accreditation requirements (for units shared with BSc (Hons) Sport Rehabilitation)

16. Internal reference points and policy frameworks

University Strategic Plan

University Course Design Framework

University Feedback on Assessments policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

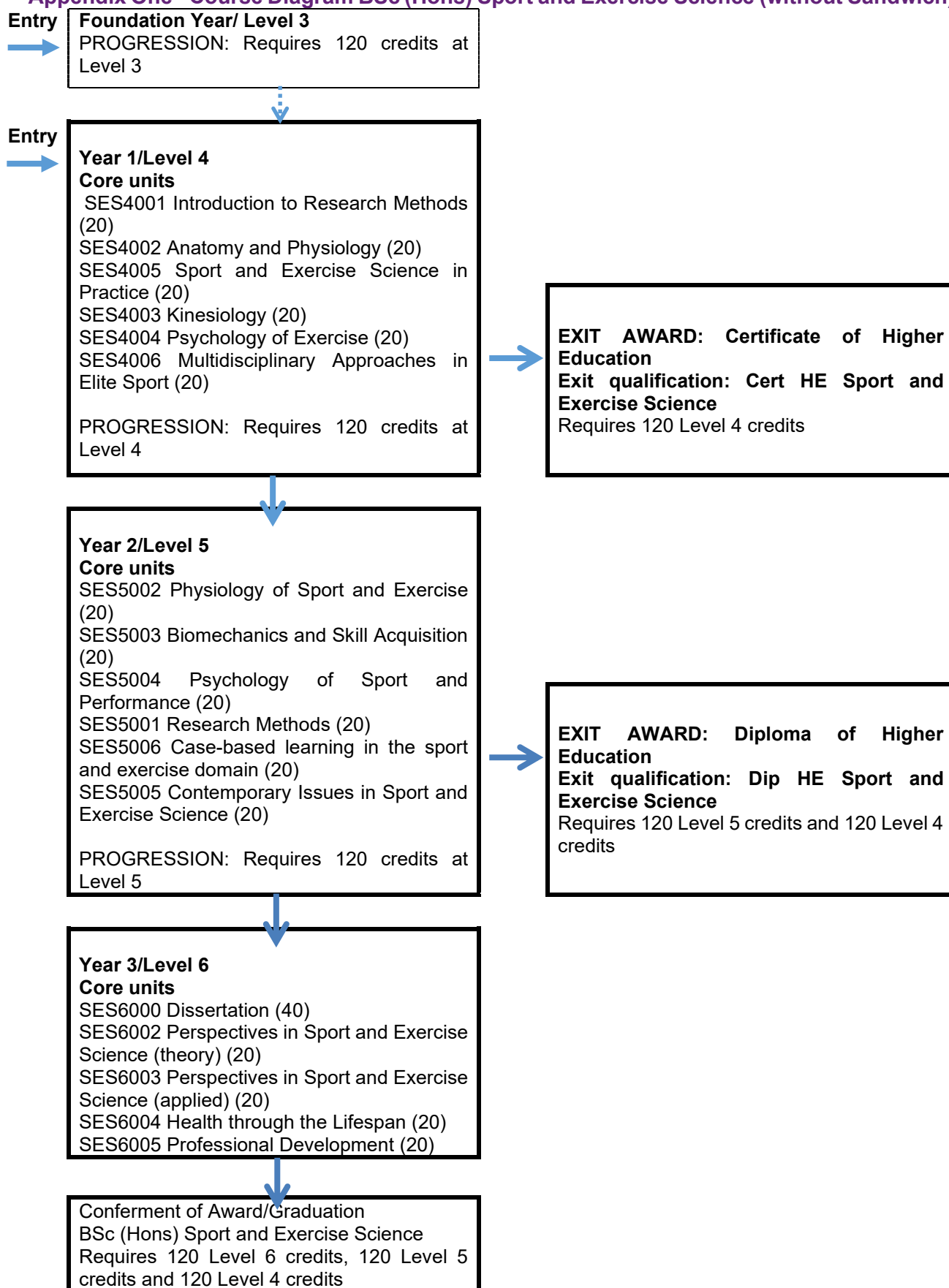
Course level

Description of Modification	Date approved	Intake to which modification applies
Editorial correction applied Jan 2025 to add information regarding Foundation Year entry	20/08/2024- Course Consideration Panel	September 2025 and all future
Factual updates applied in June 2026 to rebrand to HSU and to reflect updated Unit Specification versions for SES4001, SES5001 and SES6000.	Partnership (UK Management College - UKMC) Delivery Approval - 07.05.2026	September 2026 and all future

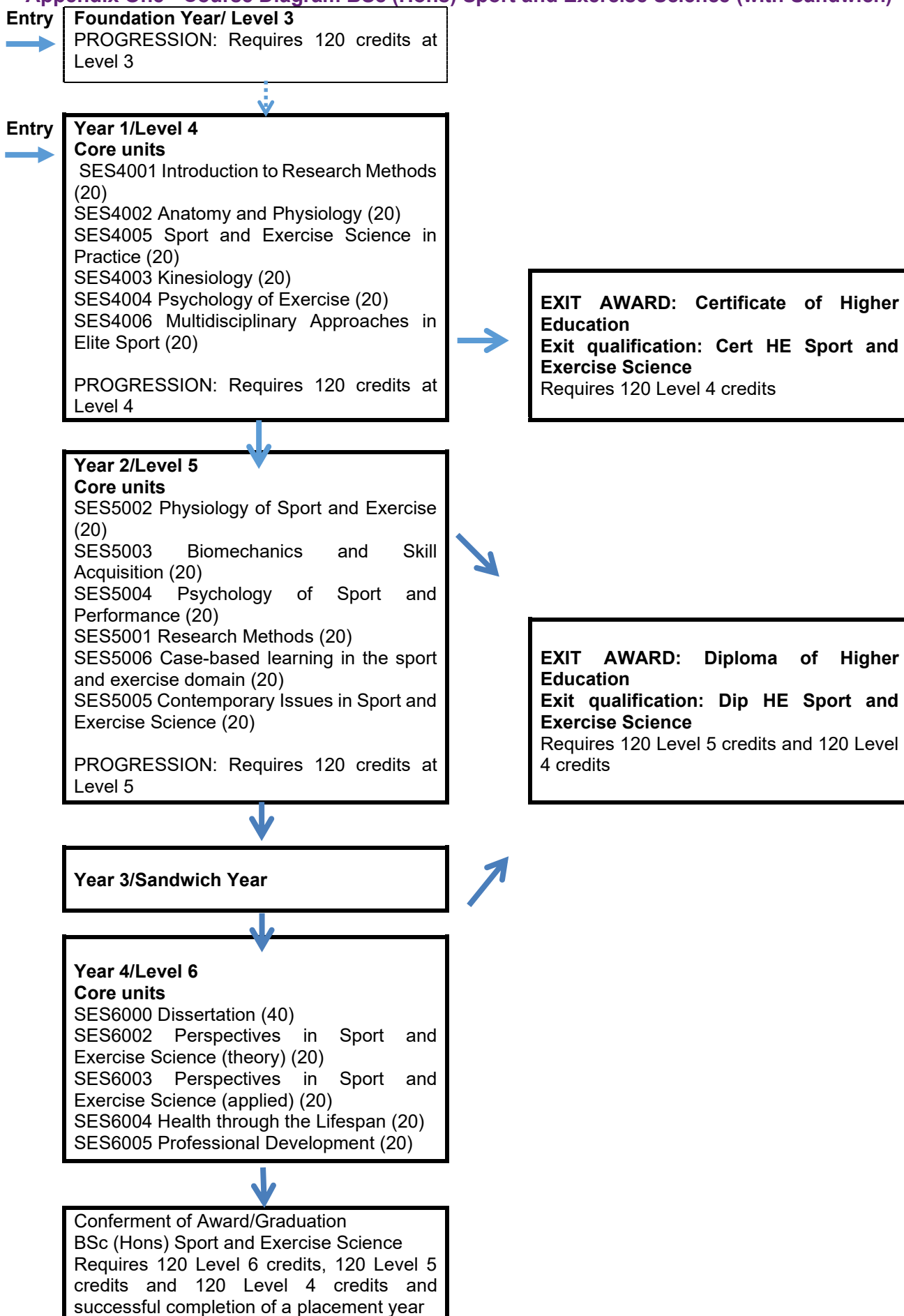
Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
SES4001 Introduction to Research Methods	To reflect that this unit will also be delivered by UKMC, a new Educational Partnership, as part of the BSc (Hons) Psychology course.	Partnership (UKMC) Delivery Approval - 07.05.2026	September 2026 and all future
SES5001 Introduction to Research Methods	To reflect that this unit will also be delivered by UKMC, a new Educational Partnership, as part of the BSc (Hons) Psychology course.	Partnership (UKMC) Delivery Approval - 07.05.2026	September 2026 and all future
SES6000 Introduction to Research Methods	To reflect that this unit will also be delivered by UKMC, a new Educational Partnership, as part of the BSc (Hons) Psychology course.	Partnership (UKMC) Delivery Approval - 07.05.2026	September 2026 and all future

Appendix One - Course Diagram BSc (Hons) Sport and Exercise Science (without Sandwich)



Appendix One - Course Diagram BSc (Hons) Sport and Exercise Science (with Sandwich)



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

		Course Outcomes																			
Unit Code	Level	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	E1	E2	E3
SES4001	4		T			T		TA		T		T	TA	TA		T	TA	T	T		T
SES4002	4	TA	TA	TA			T	TA			TA	T	TA	T			TA			T	
SES4003	4	TA		TA			T			TA	TA	T	TA	T			TA	TA		T	
SES4004	4	TA	TA	TA		TA	T	T			TA	T	TA	T	TA					T	
SES4005	4	TA	TA	TA	TDA	T			TDA			TA	TA	TA	TA	T			TDA	TDA	TDA
SES4006	4	TA		TA		D	DA	TA			D	TA	TA	TA	TA				TD	TDA	TD
SES5001	5	T	D					TA	D	TDA		T	DA	TDA		D	TDA	TDA			D
SES5002	5	TDA	TD	TDA	D		DA	DA			TDA	TDA	DA	D			TDA			D	
SES5003	5	TDA		TDA	D		D	D			TDA	TDA	DA	D			TDA			D	
SES5004	5	TDA	TDA	TDA	D	DA	DA	DA			TDA	TDA	DA	DA	D		D			D	
SES5005	5	TDA	TDA	TDA	D	TDA							TDA	DA	DA	D			TD	D	TD
SES5006	5	TDA	D	TDA	DA		TDA	TDA			TDA	TDA	DA	TDA			TDA		DA	TDA	DA
SES6000	6	A							D	DA		DA	TDA	DA	D	DA	DA	TDA			D
SES6002	6	TDA	DA	TDA		DA	DA	DA			TDA	TDA	A	DA			TDA			TDA	
SES6003	6	TDA	DA	TDA			DA	DA			TDA	TDA	A	DA	DA		TDA			TDA	
SES6004	6	TDA		TDA			DA	DA				TDA	TDA	DA	DA		D				
SES6005	6	DA	TDA		TDA	DA		D	TDA		DA	DA	DA	D	D	DA			TDA	DA	TDA

Appendix 3 Course summary

This must be consistent with information provided in each unit specification

Course title: BSc (Hons) Sport and Exercise Science

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/co-requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SES4001	Introduction to Research Methods	2.1	20	C	N/A			100%				N	48	36	116
SES4005	Sport and Exercise Science in Practice	2.0	20	C	N/A			50%		50%		N	48	36	116
SES4006	Multidisciplinary approaches in Elite Sport	2.0	20	C	N/A			50%		50%		N	48	36	116
SES4002	Anatomy and Physiology	2.0	20	C	N/A			100%				N	48	36	116
SES4003	Kinesiology	2.0	20	C	N/A			80%	20%			N	48	36	116
SES4004	Psychology of Exercise	2.0	20	C	N/A			40%		60%		N	48	36	116
<p>Progression requirements: Requires 120 credits at Level 4</p> <p>Exit qualification: Cert HE Sport and Exercise Science</p>															

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SES5001	Research Methods	2.1	20	C				100%				N	48	60	96
SES5005	Contemporary Issues in Sport and Exercise Science	2.0	20	C				25%		75%		N	48	60	96
SES5002	Physiology of Sport and Exercise	2.0	20	C				100%					48	36	116
SES5003	Biomechanics and Skill Acquisition	2.0	20	C				80%		20%			48	36	116
SES5004	Psychology of Sport and Performance	2.0	20	C				60%		40%			48	36	116
SES5006	Case based learning in the Sport and Exercise Domain	2.0	20	C				100%					48	36	116
<p>Progression requirements: Requires 120 credits at Level 5</p> <p>Exit qualification: Dip HE Sport and Exercise Science</p> <p>Requires 120 Level 5 credits and 120 Level 4 credits</p>															

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/ requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SES6000	Dissertation	2.1	40	C				80%		20%		N	10	100	290
SES6005	Professional Development	2.0	20	C				25%	75%			N	10	40	150
SES6002	Perspectives in Sport and Exercise Science (theory)	2.0	20	C				80%		20%		N	48	36	116
SES6003	Perspective in Sport and Exercise Science (applied)	2.0	20	C				40%		60%		N	48	36	116
SES6004	Health through the lifespan	2.0	20	C				60%		40%		N	48	36	116
<p>Progression requirements: Requires 120 credits at Level 6</p> <p>Exit qualification: BSc (Hons) Sport and Exercise Science</p> <p>Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits</p> <p>BSc (Hons) Sport and Exercise Science (Sandwich award)</p> <p>Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits and successful completion of a placement year</p>															