Form QA3-2

UNIVERSITY OF BATH

Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	Partner Institution
Validated/Franchised (if appropriate)	Franchised
*Programme accredited by (including date of accreditation)**	N/A
Programme approved by (including date & minute number of Senate)	Programme Approval Panel: 22 May 2007 Senate: 13 June 2007
Final award	BSc (Hons)
*Programme title**	Sport (Health and Fitness) (Work-based Learning)
UCAS code (if applicable)	CB6X
*Subject Benchmark Statement**	N/A
*Intended level of completed programme (in line with FHEQ)**	Level H (Honours)
*Duration of programme & mode of study**	1 year full-time or 2 years part-time
*Date of Specification preparation/revision**	April 2011
*Applicable to cohorts (eg. for students commencing in September 2011 or 20011/12-2012/138/09 – 2009/10)**	Full-time: 2011/12 Part-time: 2011/12-2012/13

***Synopsis and academic coherence of programme**

This programme is designed to provide Honours degree status to students who have achieved Intermediate level qualifications through the University of Bath Foundation Degree in Sport (Health and Fitness).
The BSc (Hons) in Sport (Health & Fitness) will be a pathway within the suite of BSc (Hons) in Sport offered by the University to prepare students for longer-term leadership and management roles. This pathway builds on the knowledge and understanding gained at Intermediate level and covers subjects relevant to the Health & Fitness industry, using academic rigour to equip students with the skills and knowledge relevant to their employment. The pathway places particular emphasis on the importance of health and fitness for special populations and its usefulness for people diagnosed with, or at risk of, certain clinical conditions. The significance of effective movement analysis and an understanding of exercise-induced injuries are also fundamental to employment in the Health & Fitness industry. The programme will comprise 3 elements:

The Common Research-based Project Curriculum (24 credits):

- Research Methods
- Work-based Research Project

The Common Professional Skills Curriculum (12 credits):

- Managing Information
- Recruitment and Selection *OR* Managing Marketing Activities
- An Introduction to Managing Financial & non-Financial Resources
- Managing Performance

The Health & Fitness Pathway Curriculum (24 credits), which is unique to this programme:

- Kinesiology of Exercise & Physical Activity
- Exercise-induced Injuries
- Lifestyle & Exercise Management for Special Populations
- Physical Activity, Diet and Disease

***Educational aims of the programme**

Whilst the work-based learning principles of the Foundation Degree will remain, the primary aim of this course will be to 'add value' by preparing students for potential, longer-term leadership roles in the workplace. At its heart will be a subject-based project that will embody the full life cycle from conception, design and planning, through organization, execution and management, to delivery, reflective review and objective assessment of the outcomes. Taught material will support the course ethos by: a) advancing knowledge through higher-level, subject-specific studies in areas of particular current relevance; b) engendering appropriate management, organizational, evaluative and team-building skills; and c) providing a firm basis for the effective research, assessment and presentation of evidence, arguments and assumptions, so as to enable sound judgments to be reached. Particular stress will be placed on the timely and appropriate application of knowledge and problem-solving skills in a work-place environment. Pathway specific content will address issues that are current and important within the Health & Fitness industry, enabling students to analyse effectively using a client-based approach to improving health & fitness.

***Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➢ Knowledge & Understanding:	➢ Demonstrate an understanding of the application of research methods in the context of their professional practice using a case study, or action research project; ➢ Describe a coherent project design, locating and reviewing literature from appropriate fields, identifying suitable methods of data collection, techniques of analysis and ethical considerations for research into professional practice; ➢ Comment on a selection of recent research into the study of Health and Fitness in different settings; ➢ Evaluate the implications of research findings on policy and practice; ➢ Appreciate the limits of current knowledge and practice in the field of Health and Fitness; ➢ Demonstrate an understanding of Health and Fitness in a management context. <u>Teaching and Learning Methods:</u> These include lectures, experiential workshops, small group exercises, tutor and student led seminars,

	individual and group tutorials, practical workshops, case studies and demonstration videos. <u>Assessment Methods:</u> These include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self-analysis of classroom role-play exercises through the medium of DVD recordings. Pathway specific assessment methods also include consultations, written examinations and seminar workshops. Students are required to produce a personal professional development strategy and plan that examines personal objectives and career plans.
➢ Intellectual Skills:	➢ Engage in critical analysis of a wide range of texts and electronic information; ➢ Synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice; ➢ Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem; ➢ Reflect on the appropriateness of theory, practice and outcomes; ➢ Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate); ➢ Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. <u>Teaching and Learning Methods:</u> These include lectures, experiential workshops, small group exercises, tutor and student led seminars, individual and group tutorials, practical workshops, case studies and demonstration videos. <u>Assessment Methods:</u> These include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self-analysis of classroom role-play exercises through the medium of DVD recordings. Pathway specific assessment methods also include consultations, written examinations and seminar workshops. Students are required to produce a personal professional development strategy and plan that examines personal objectives and career plans.
➢ Professional Practical Skills:	➢ Understand the application of relevant research findings in the workplace; ➢ Apply Health and Fitness skills appropriately to facilitate clients' progress towards their goals;

	➢ Reflect upon own academic and professional performance and take responsibility for personal and professional learning and development; ➢ Observe and evaluate own skills and those of others and give clear and appropriate feedback; ➢ Apply leadership skills in the workplace and demonstrate an understanding of Health and Fitness in a management context. <u>Teaching and Learning Methods:</u> These include lectures, experiential workshops, small group exercises, tutor and student led seminars, individual and group tutorials, practical workshops, case studies and demonstration videos. <u>Assessment Methods:</u> These include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self-analysis of classroom role-play exercises through the medium of DVD recordings. Pathway specific assessment methods also include consultations, written examinations and seminar workshops. Students are required to produce a personal professional development strategy and plan that examines personal objectives and career plans.
➢ Transferable/Key Skills:	➢ Exercise initiative and personal responsibility; ➢ Make evidence-based decisions; ➢ Work in teams; ➢ Use oral, written or audiovisual communication skills; ➢ Demonstrate confidence in using IT for the access, creation and manipulation of information; ➢ Undertake appropriate further training of a professional or equivalent nature; ➢ Demonstrate an understanding of Health and Fitness in a management context. <u>Teaching and Learning Methods:</u> These include lectures, experiential workshops, small group exercises, tutor and student led seminars, individual and group tutorials, practical workshops, case studies and demonstration videos. <u>Assessment Methods:</u> These include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self-analysis of classroom role-play exercises through the medium of DVD recordings. Pathway specific assessment methods also include consultations, written examinations and seminar workshops. Students are required to produce a personal professional development strategy and plan that examines personal objectives and career plans.

***Structure and content of the programme** (including potential stopping off points)

The Honours Year programme is studied on either a one year full-time or two year part-time basis and offers progression for those students successfully completing the FdSc Sport (Health and Fitness) Study for this programme is at Honours Level and therefore students enter at Intermediate Level.
The University credit framework conforms to the European Credit Transfer System, whereby 5 ECTS credits are equal to 10 CATS credits. Graduates of the Honours Year programme must have achieved 60 ECTS credits (equivalent to 120 CATS credits) of which 48 ECTS must be at level H.

The programme description for the full time and part time route can be found as an appendix to this document.

Details of work placements / work-based learning / industrial training / study abroad requirements

It is expected that students will be in employment or have access to professional experiences in a relevant setting. Access to such arrangements is required for successful completion of the work-based assignments within the programme and in particular for the purposes of the management units and the research project. Students themselves will be required to find a suitable work placement, in consultation with their placement tutor.

Details of support available to students (e.g. induction programmes, programme information, resources)

Support will follow the arrangements made by the teaching institution, and detailed in their Programme Handbook. In particular, the following arrangements will apply:

- induction to the teaching institution, its services and facilities, and to the programme
- access to the institution's learning resources (Library, IT facilities etc.)
- access to the institution's central support services, including counselling, learning support, careers, financial guidance, etc.
- information on the units to be studied, including content, delivery and assessment
- a programme handbook, including details of the full assessment schedule and programme regulations
- personal tutorial system for the provision of academic and pastoral support.

In addition, students will receive support from the University of Bath according to the partnership arrangement between the two institutions, including:

- an initial induction to the Bath campus and their facilities and learning resources
- access to Library resources and IT facilities at the Bath campus
- the allocation of a Link Academic Advisor from the University to the programme
- University of Bath Student Handbook, including details of the University's regulations
- membership of the University of Bath Students' Union, including access to BUSU support services and training.

Admissions criteria (including arrangements for APL/APEL)

Admission for University of Bath Foundation Degree Students;

- Candidates for the Honours Year will be expected to have successfully completed a University of Bath FdSc Sport (Health and Fitness) programme. Applications will be considered in competition with others and based upon the number of places available. Students will normally have achieved a minimum average grade profile of at least 55%. Admission may be subject to interview.

It will be the student's responsibility to identify and agree a suitable work-based learning environment with their tutor in which they can carry out the Work-based Research Project. This must be in place at the time of admission. All students must have Criminal Records Bureau enhanced clearance and absence of offences which would preclude practice for this programme. This will only be pursued once an offer of a place has been made and accepted. The Criminal Records check should be completed within 3 months of starting the Programme.

Summary of assessment and progression regulations

This programme is compliant with NFA assessment regulations:
http://www.bath.ac.uk/registry/nfa/index.htm

Indicators of quality and standards (e.g. professional accreditation)

Overview

The University is committed to bringing together and re-aligning quality assurance and quality enhancement in its mechanisms for the management of the quality of its programmes. The University's approach to quality management is underpinned by three principles:

• the reliance on sound pedagogical principles in the design and delivery of learning and teaching;
• the key role of academic peer review;
• the importance of the informed student voice, recognising the role of the student as a citizen in the academic community.

The University's Quality Assurance Code of Practice is the key reference point that describes the academic processes and principles, roles and responsibilities through which the University develops and implements an effective and efficient quality management framework, assuring itself and external bodies of the quality and standards of its provision. It is also one of the channels of communication via which good practice in learning and teaching is encouraged and disseminated.
Governance: Responsibility for the oversight of quality management is located with the following bodies:

• Each department is required to establish effective mechanisms for overseeing academic development, academic standards and quality of the teaching activities within the Department;
• Faculty-level Learning, Teaching and Quality Committees are responsible to the Board of Studies for the detailed scrutiny of the academic standards and quality of the Faculty/School/Division's undergraduate and taught postgraduate provision;
• Faculty/School Research Students Committee is responsible to the Board of Studies for overseeing all matters concerning postgraduate research students;
• The Board of Studies/Standing Committee is responsible to Senate for all matters relating to the organisation of education, teaching and research in the Faculty/School/Division, including all examination matters.
• University Learning Teaching and Quality Committee is responsible to Senate for ensuring
that the University has a rigorous and responsive quality assurance framework in place;
• Senate is the supreme academic decision-making body of the University;
• Further arrangements with partner organisations are defined in collaborative agreements.

Review and Monitoring

The University's primary mechanisms for review and monitoring of programmes of study are:

• Internal moderation of assessment, including Boards of Examiners (for taught provision or research degree provision);
• External examiners' reports in which academic peers provide assurance of the quality and standards of provision, but also offer advice on the future development of units and programmes, and contribute views to periodic review of programmes.

These reports are scrutinised departmentally and institutionally (for taught provision or research degree provision);
• Annual monitoring of taught units and programmes draws upon data from Staff Student Liaison Committees, unit evaluation questionnaires and management information on admissions, progression and retention. A report is drawn up by the Director of Studies and is scrutinised at Faculty/School/Division level;
• Degree Scheme Review is the periodic review undertaken to provide assurance of the standards and continuing validity of a programme, while also making recommendations on its future enhancement and development. These reports are scrutinised at Faculty/School/Division level and reviewed in a annual summary document for institutional and process issues by the University Learning, Teaching and Quality Committee;
• Where programmes involve collaborative provision, periodic review of the quality of partnership arrangements is also undertaken;
• Professional accreditation of programmes brings an additional element of academic peer review;
• External Review - In the most recent Institutional Audit undertaken in 2008, the QAA indicated that it has confidence in the soundness of the University's current and likely future management of both the academic standards of its awards and the quality of learning opportunities available to students. A judgement of 'confidence' is the highest rate the QAA can give in an institutional audit and indicates that we are judged to possess rigorous, effective and consistent mechanisms for the management of academic standards and the quality of learning opportunities for students.

Student Voice
Student feedback and engagement with quality management is sought in a number of ways.
• Students are represented on key institutional committees, including Senate and University Learning, Teaching and Quality Committee. This ensures representation of student input in the development of strategic approaches to quality management;
• Faculty/School/Division Boards of Study/Standing Committee and their Learning, Teaching and Quality Committees have student representation;
• Departmental-level student representation;
• Staff-Student Liaison Committees provide a mechanism for students to provide feedback and for staff to gauge student expectations and report on progress;
• Students are members of panels for the periodic review of programmes, Degree Scheme Reviews;
• Evaluation questionnaires for taught provision are issued by academic departments at the level of the unit. This feedback will then be acted upon locally through Staff Student Liaison Committees and annual monitoring of programmes;
• Feedback mechanisms for research degree students are set out in the Code of Practice for Research Degree Provision;
• The University undertakes a Student Experience Survey once every three years;
• The University also participates in the National Student Survey.

Staff Development
Staff receive support to fulfil their roles in the following ways:
• Peer support in programme team and departmental meetings;
• Cross-institutional fora, such as the Directors of Studies Fora and the Placement Tutors Forum provide a mechanism for sharing of good practice;
• Appraisal of staff is undertaken on an annual basis;

• Peer observation of teaching is undertaken with a view to improve the quality of teaching through the development of understanding and sharing of experiences of teaching;
• The University provides training and support for academic staff throughout their career at the University of Bath, including the Teaching Development Programme for probationary staff;
• The University is also committed to providing reward and recognition of staff engaged in learning and teaching, including promotion criteria that recognise contributions to learning and teaching in the progression of academic staff. The University has also established a number of institutional awards to recognise contributions in Learning and Teaching and offers incentives for new developments and enhancement projects via the Teaching Development Fund;
• Other institutional mechanisms to support staff in enhancing the quality of learning and teaching include events, such as the annual Learning and Teaching Enhancement seminar and Innovations in Learning and Teaching event. The University has also established annual Good Practice Discussions around an agreed enhancement theme.

Sources of other information

- Programme Specification http://www.bath.ac.uk/lifelong-learning/honours/health-fitness.html
- UCAS Website http://www.ucas.ac.uk
- University of Bath Learning Partnerships Website: http://www.bath.ac.uk/lifelong-learning/
- Teaching institution/s website: www.citybathcoll.ac.uk
- Teaching institution/s publicity (e.g. prospectus, course leaflet, open days)
- Programme handbook

…… …… ……..
Chair of Programme Approval Panel/Dean* Date

**For all new programmes the programme specification must be signed by the Chair of the Programmes and Partnership Approval Committee I. Amended versions of the programme specifications must be signed by the Dean/Director of Faculty/School/Division*

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Appendix : Programme Description for a programme fully compliant with the NFA

Please read/use in conjunction with: http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf.

Programme code	UDAS-DFB07
Programme title	Sport (Health and Fitness) (Work-based Learning)
Award type	BSc (Hons)
Award title	BSc (Hons) Sport (Health and Fitness) (Work-based Learning)
Mode of Attendance	Full time
Length	1 year
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	

Year 1 ***(for implementation with effect from …)***

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	1	Year 1 AY	AS30177	Work-based Research Project *version 2*	H	18	Y		
		Year 1 Semester 1	AS30226	Lifestyle and Exercise Management for Special Populations *version 1*	H	6			
		Year 1 Semester 1	AS30181	Research Methods *version 2*	H	6			
		Year 1 Semester 1	AS20203	An Introduction to Managing Financial and non-Financial Resources *version 2*	I	3			
		Year 1 Semester 1	AS30225	Kinesiology of Exercise and Physical Activity *version 1*	H	6			
		Year 1 Semester 1	AS20206	Managing Information *version 2*	I	3			
		Year 1 Semester 2	AS20207	Managing Performance *version 2*	I	3			
		Year 1 Semester 2	AS20205 OR AS20204	Managing Recruitment and Selection* *version 2* Managing Marketing Activities *version 2*	I I	3 3			
		Year 1 Semester 2	AS30228	Physical Activity, Diet and Disease *version 1*	H	6			

		Year 1 Semester 2	AS30227	Exercise-induced Injuries *version 1*	H	6			

* The Managing Marketing Activities unit will normally be offered. However, students may be given a choice of both units where there are sufficient numbers to make this viable.
** These units can be retrieved by part-time students (in line with paragraph 14 of the Work-based Learning Honours Year Assessment Regulations).

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR decisions reference** ***See*: http://www.bath.ac.uk/registry/nfa/index.htm**
Stage 1	100%	Main assessment: See associated assessment regulations Supplementary assessment: See associated assessment regulations

Appendix : Programme Description for a programme fully compliant with the NFA

Please read/use in conjunction with: http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf.

Programme code	UDAS-DFB07
Programme title	Sport (Health and Fitness) (Work-based Learning)
Award type	BSc (Hons)
Award title	BSc (Hons) Sport (Health and Fitness) (Work-based Learning)
Mode of Attendance	Part time
Length	2 years
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	

Year 1 ***(for implementation with effect from …)***

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
		Year 1 and 2 AY	AS30177	Work-based Research Project *version 2*	H	18	Y		
		Year 1 Semester 1	AS30226	Lifestyle and Exercise Management for Special Populations *version 1*	H	6			
		Year 1 Semester 1	AS30181	Research Methods *version 2*	H	6			

		Year 1 Semester 1	AS20203	An Introduction to Managing Financial and non-Financial Resources *version 2*	I	3			
		Year 1 Semester 2	AS20207	Managing Performance *version 2*	I	3			
		Year 1 Semester 2	AS30228	Physical Activity, Diet and Disease *version 1*	H	6			

Year 2 ***(for implementation with effect from …)***

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
		Year 1 and 2 AY	AS30177	Work-based Research Project *version 2*	H	18	Y		
		Year 2 Semester 1	AS20206	Managing Information *version 2*	I	3			
		Year 2 Semester 1	AS30225	Kinesiology of Exercise and Physical Activity *version 1*	H	6			
		Year 2 Semester 2	AS20205 OR AS20204	Managing Recruitment and Selection* *version 2* Managing Marketing Activities *version 2*	I I	3 3			
		Year 2 Semester 2	AS30227	Exercise-induced Injuries *version 1*	H	6			

* The Managing Marketing Activities unit will normally be offered. However, students may be given a choice of both units where there are sufficient numbers to make this viable.

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR decisions reference** ***See*: http://www.bath.ac.uk/registry/nfa/index.htm**

Stage 1	24/60 credits	Main assessment: See associated assessment regulations Supplementary assessment: See associated assessment regulations
Stage 1	36/60 credits	Main assessment: See associated assessment regulations Supplementary assessment: See associated assessment regulations

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Appendix: Programme description for a programme outside the NFA

Programme code	
Programme title	
Award type	
Award title	
Mode of Attendance	
Length	
Approving body and date of approval	

Year 1 *(for implementation with effect from …)*

		Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes

Year 2 *(for implementation with effect from …)*

		Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes

Year 3 *(for implementation with effect from …)*

		Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes

NOTES

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including supporting common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website in the form of Guidance Notes, at http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03-ProgSpecGuidance.pdf

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. During approval of a new programme, this completed template should be forwarded with the draft programme proposal to the Registry prior to the submission of the proposal to the Faculty/School/Division Learning, Teaching and Quality Committee for full approval (see QA3 para 7.3). A copy of the final version of the programme specification should be signed by the Chair of the Programmes and Partnerships Approval Panel before the formal, final approval of Senate is sought. Once approved, the programme specification should be published on the University website.

- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean/Director of Faculty/School/Division. Once approved, the revised programme specification should be published on the University website.

- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.7).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the more detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

The Appendices to the Programme Specification template (alternatives for NFAAR or non-NFAAR programmes) are intended to provide the programme description information required for the 'Structure and content of the programme' section of the main document, to which they should be retained as appendices for easier updating, duly cross referenced.