



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	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	FTLQC Jan 08 Min: 708.1.1
<i>Final award</i>	BA (Hons)
<i>Programme title*</i>	Sports & Social Sciences
<i>UCAS code (if applicable)</i>	3 year CX63 4 year CX6H
<i>Subject Benchmark Statement*</i>	Hospitality, Sport, Leisure & Tourism (2008)
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)*</i>	Level 6 (Honours)
<i>Duration of programme & mode of study*</i>	3 year taught programme 4 year thick sandwich programme (Professional Placement)
<i>Date of Specification preparation/revision*</i>	November 2014
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 2013/14-2014/15)*</i>	From 2015/16

Synopsis and academic coherence of programme*

With a degree in Sport & Social Sciences from the University of Bath students will develop a strong understanding of the relationships between sport, health, physical activity and the social context. The objective of the programme is to allow students to engage the heterogeneous body of theories and practices associated with a critical, social science oriented, investigation of sport, physical activity and society.

To gain a practical appreciation of the key theoretical concepts and principles that underpin sport and the physically-active human body and address the complex relationships with the social context, students study an interdisciplinary programme. This includes theories and methods drawn from cultural studies, sociology, history, media studies, psychology, management, education, health, social policy, and, development studies. Throughout the programme, students gain a critical appreciation of the significance of Sport as an effective vehicle for critically examining issues in the context of the wider social, economic, and

political environments. The programme also reviews sport and physical activity as diverse experiential forms through which physically active human bodies are organized, regulated, trained and consumed. The programme allows students to engage in interdisciplinary research that explores the articulations between sport and physically active bodies with topics such as gender, sexuality and the body; class, race and ethnicity; post-colonialism, diaspora, and globalization; identity, subjectivity, and representation; community and justice; management and policy; international development and democracy; motivation and cognition; education; health and well-being; mediation; ideology and power/knowledge; and technology, coaching and performance. Students understand and explore a broad range of contemporary sport phenomena, issues and experiences in a manner that seeks to make connections between the macro/micro, the structure/agent, and the socio-historical/social psychological realms of existence.

Underpinned by the theoretical perspectives noted above, several options exist throughout the programme which allow students to refine their studies into areas of specific interest or relevance in relation to their personal or career goals. Supplemented by a core research strand, students can focus their studies (through optional unit choices) in the following areas: Sports Coaching; Sports Management, Policy and Development; Physical Education and Sport Health and the Body.

The complexity of the relationships between sport, physical activity and society demand a synthesis of pertinent disciplinary knowledge, theories and methods appropriate to the research question under scrutiny. The programme is designed to blend theory with practice and learning takes place through a variety of methods, from hands-on sessions to seminars, lectures and workshops. Unit assessment includes coursework, presentations, posters, portfolio work and examinations.

This programme is unique given its focus on the social sciences of sport and physical activity and is in line with shifts in subject benchmarks and external industry and sectoral shifts. Further, the programme complements additional offerings in sport at Bath (for example, Sports Performance and Sport & Exercise Science). It sets out to educate students through a social science approach to sport and physical activity in order that they can follow careers in coaching, coach education, teaching, sports development, management, sports policy, the sports industry generally (e.g. sports marketing, promotions, advertising, sponsorship, event management, sports tourism), health related professions, and/or research. Students acquire a strong knowledge and understanding of theory and they will be capable of applying this knowledge, challenging current practices promoting the progression of the field of study and influencing national and local policy, economies and social relations. The programme produces graduates capable of original and innovative research, and able to facilitate interdisciplinary co-operation in research.

The BA Sport & Social Sciences degree extends the sport-related curriculum offered by the University of Bath and the related academic community, and our sporting partners. It serves a niche in the sector and diversifies the range of undergraduate opportunities at the University of Bath to meet the aspirations of a wide student group. In addition, the undergraduate programme is in line with the strategic aims of the Department of Education and forms part of the stable of courses offered the Sport, Physical Activity & Research Group based in the Department. This group works closely with a number of organisations based at the Sports Training Village and within the UK as a whole (e.g. The English Institute of Sport, The British Olympic Association, Sky Sports, Octagon CSI, City Academy Bristol, GB Paralympics, UK Sport, Sport England & Wales). The philosophy of the programme is consistent with the Mission Statement of the University, embracing education for the 'real world' through close association with industry and commerce, extension of the arts and the provision of professional education. Further, the programme is in accord with the University's widening participation agenda, being accessible to students with AAB

equivalences (such as Distinctions at BTEC) and mixed qualifications.

Educational aims of the programme*

The broad aims of the BA in Sport & Social Sciences are to:

- Provide the students with a critical understanding of the relationships between sport and physically activity bodies with a particular set of complex social, economic, political and technological relationships that comprise the social context.
- Develop a critical understanding of the structure of sport within contemporary society.
- Develop a critical understanding of how physically active and trained bodies are organized, regulated, and consumed (prefigured on particular ability, class, ethnic, gender, generational, national, racial, and/or sexual norms and differences).
- Develop investigative and analytical skills to facilitate effective research.
- To train the next generation of sport and physical active scholars who will possess the research skills appropriate to the demands of graduate schools within major research universities.
- Provide students with the understanding, knowledge and skills to equip them for pursuing a career in coaching, teaching, sports development, sports policy, leisure, recreation, management, 'the sports industry' and other sport, physical activity and health-related professions.
- Develop the students' competence in applying theoretical knowledge to the professional practice.
- Develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment or further study.
- Develop the critical and analytical powers of the student.
- Enhance the development of the students' interpersonal skills.
- Assist the student to develop the skills required for both autonomous practice and team-work.

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

Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated through

Lectures, seminars and tutorials, student-led seminars, virtual learning environments, practical experience and problem-based learning scenarios.

Assessment: written unseen examinations, coursework, oral and poster based presentations, research reports, critical reflective self-assessment.

<p>➤ Knowledge & Understanding:</p>	<ul style="list-style-type: none"> ➤ Interdisciplinary theoretical foundations of critical, social science oriented, understanding of sport, physical activity and society. ➤ Comprehensive critical comprehension of the relationships between sport, physical activity and the social context. ➤ Theoretical and contextual basis of learning processes. ➤ Understanding of sport as a conduit for critical examination of social, political and economic contingencies. ➤ Fundamental concepts of education, applied psychology, management policy and development theories, academic understandings of the body, sociology of sport relevant to the student becoming
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	<p>an active coach, teacher, health worker, policy worker, development officer or employee in the sports industry.</p> <ul style="list-style-type: none"> ➤ Historical and contemporary perspectives of sport and physical activity. ➤ The context of elite and community sport provision and participation. ➤ Management principles related to the sports industry. ➤ Understanding the articulations between education, communities, sport development, health, the body, and physical activity in relation to appropriate career pathways. ➤ Understanding the articulations between education, communities, sport development, health, the body, and physical activity in relation to broader, society-level concerns.
<ul style="list-style-type: none"> ➤ Intellectual Skills: 	<ul style="list-style-type: none"> ➤ Develop and apply the skills needed for academic study and enquiry. ➤ Evaluate research critically and assess a variety of information sources. ➤ Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice. ➤ Apply strategies for appropriate selection of relevant information from a wide source and large interdisciplinary body of knowledge. ➤ Utilise problem solving and metacognitive skills. ➤ Analyse and evaluate past, current and innovative practices in coach education. ➤ Explore a variety of relationships and environments relevant to understanding sport and physical activity in relation to the wider social context.
<ul style="list-style-type: none"> ➤ Professional Practical Skills: 	<ul style="list-style-type: none"> ➤ Undertake competent, safe, evaluative, reflective and effective relevant professional practices. ➤ Communicate effectively with learners, performers, coaches, coach educators, administrators and other professionals in sport. ➤ Develop effective and appropriate teacher/learner, coach/athlete relationships which facilitate learning. ➤ Apply pedagogical and other forms of knowledge to understand the stresses and mental processes underpinning performance and participation and so be able to direct motivation in relation to learning, performance and participation. ➤ Effectively and safely apply transferable skills to the management of individuals and groups/teams, with continual analysis and evaluation of outcome and appropriate modification or intervention. ➤ Undertake detailed and informed long- and short-term planning. ➤ Reflect upon new technology and innovation and its impact on understanding of the relationships

	<p>between sport, the body, health, physical activity and society.</p> <ul style="list-style-type: none"> ➤ Effectively and efficiently apply principles of sports policy-making and sports development, within a variety of environments. ➤ Recognise and understand competent and effective management skills in relation the wider sports industry.
<ul style="list-style-type: none"> ➤ Transferable/Key Skills: 	<ul style="list-style-type: none"> ➤ Communicate effectively with a wide range of individuals using a variety of means. ➤ Lead others confidently and competently, and work effectively as part of a team. ➤ Evaluate personal academic and professional performance. ➤ Utilise problem-solving skills in a variety of theoretical and practical situations. ➤ Manage effectively and respond to changing demands. ➤ Take responsibility for personal and professional learning and development. ➤ Manage time, prioritise workloads, and utilise long- and short-term planning skills. ➤ Understand career opportunities and challenges ahead and begin to plan a career path. ➤ Information management and technology skills. ➤ Apply technical competence to the development and utilisation of a range of teaching and learning resources. ➤ Work independently and as part of a team to identify and achieve clear goals.

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

The degree is studied as a three-year full-time programme or as a four-year thick sandwich programme with a professional placement located between the second and final year.

The programme offers a common core in year one that provides foundation knowledge in the disciplines that inform the entire programme, including the conduct and practice of research. The core continues in years two and three, culminating in a 24 credit dissertation in the final year. The programme offers a broad education in the location of sport and physical activity within society and through optional strands offers a range of specialisations in Years 2 and 3 designed to match students' career horizons as they consider future employment / further study opportunities. The optional units available in various combinations provide the theoretical based for four key optional capstones. These are: Advanced Issues in Sport Management, Policy & Development; Applied Pedagogy & Practice: Coaching; Applied Pedagogy & Practice: Teaching; Advanced Issues in Physical Activity, Health and the Body. In year two, students have the opportunity to choose from 6 of 10 optional units, as well as from units from around the campus (with appropriate permissions). Two capstone units accompany the Dissertation in the final semester of the degree programme. These units provide the opportunity for theoretical reflection and synthesis, for 'turning' knowledge gained back on itself, for applying knowledge to a variety of wider societal problem, and for utilising knowledge gained on the degree towards the specific / appropriate career pathway

The structure of the programme as described above aims to allow students to specialise

gradually through each year whilst at the same time maintaining a breadth of study that allows them to keep their options open. The core units in Year 1 serve as introductions to year two and the final year units of study. As students' progress they have the opportunity to discuss their options with teaching staff and personal tutors to decide where they believe their future lies and to make appropriate choices along the way. Students are strongly encouraged to undertake a placement year as there is good evidence that what they gain from a professional experience adds considerably to the quality of the learning experience in the final year.

Innovative features of the programme include a selection of units that consider sport and physical activity in a much wider socio- political, cultural and historical context. This programme is also heavily influenced by sectoral shifts, by conversations with employers and by the QAA subject benchmark statements. Engagement with the external sector is also a key influence on the programme. This is most notably manifest in the incorporation of key knowledge and career pathways (influenced by an external industry panel, a network of alumni and peer mentoring) into the degree from the outset. This is continually reinforced in 'professional practice' units, the optional placement year and infused through the entire programme. Further, the course is unique as it is the only programme in the country that solely focuses on the critical, interdisciplinary, social science-oriented study of sport.

See Appendix 1 for the full Programme Description.

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

Students opting for a professional placement between the second and final year of the sandwich programme may undertake work across a variety of employment possibilities. Ideally a placement would relate to the specialised pathway being taken through the programme and will relate to the proposed Dissertation project (though not exclusively) for the final year of the programme, for example:

- Applied Pedagogy & Practice: Coaching (e.g. coaching within professional football clubs, private organisations, leisure centres).
- Applied Pedagogy & Practice: Teaching (e.g. teaching within state and/or independent schools).
- Advanced Issues in Sport Policy, Management & Development (e.g. working as sports development officers in Local Authorities or professional sports clubs; commercial and public sports/leisure centres; undertaking commercial event management, sports marketing, athlete representation).
- Advanced Issues in Physical Activity, Health & the Body (e.g. working with local authorities in inclusion initiatives, working with Paralympics GB, with charities and organisations whose remit is to increase active living (e.g. Youth Sports Trust).

Organisations which potentially provide opportunities for placements are updated on the Placements webpage available at:

<http://www.bath.ac.uk/education/undergraduate/coached/#placements>

Students must present a detailed report on their placement work at the beginning of the Final Year. The student performance will be assessed as satisfactory or unsatisfactory on the basis of the quality of the report, the visiting tutor's assessment and an assessment from the employer.

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

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these

services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Support specific to this programme includes:

- Student handbook, unit outlines and unit descriptions.
- Programme of induction activities (including additional referencing/plagiarism input from the Education Librarian).
- Library and study skills packages including the CPD unit which builds in support for academic reading and writing skills.
- Extensive library resources and other learning resources and facilities at the University of Bath.
- All units supported by Moodle based resources
- Student email and personal access to tutorial staff including course director.
- Placement Officer dedicated to supporting students on professional placements.
- Academic liaison staff make regular, planned visits to professional placements to support and collaborate with students and placement supervisors
- Extensive sporting and coaching facilities and resources: English Institute of Sport South West, Performance Sports Programme and 5 National Governing Bodies of Sport offices on site.

Admissions criteria (including arrangements for APL/APEL)

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Education. This will include:

- School/College leavers who are at least 17 years on the 1st October in the year of admission
- Five grade 'C' GCSE passes, or equivalent, which should include Maths, English and a Science

Plus one of the following:

- A Level offers will be at least AAB or 320 points average (not including General Studies).
- International Baccalaureate 35+ points.
- BTEC National Diploma in a related discipline with a Distinction profile (DDD) and distinctions in all units.
- Irish Leaving Certificate: minimum of Cs in all subjects, with ABB in at least three subjects.
- Scottish Highers: minimum of Cs in all subjects, with BBB in at least three subjects. Advanced Highers AA.
- Welsh Baccalaureate: pass the Welsh Baccalaureate Advanced Diploma plus two A levels at grades A and B.

Overseas students are encouraged to apply and will be considered on an individual basis.

Students with appropriate qualifications and previous relevant working experience are encouraged to apply and will be considered on an individual basis.

<http://www.bath.ac.uk/study/ug/prospectus/subject/sport-social-science/entry-requirements>

Summary of assessment and progression regulations

The BA Sport & Social Sciences programme is fully compliant with the University's New Framework for Assessment: Assessment Regulations (NFAAR). The NFAAR describes the rules for progression from one stage of the programme to the next (including supplementary assessment, and the extent of failure that can be condoned) as well as for the award of degrees. Students taking the BA Sport & Social Sciences programme will be assessed according to these rules; further information about the NFAAR is available at <http://www.bath.ac.uk/registry/nfa/index.htm>.

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

Indicators of Quality and Standards

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
<http://www.bath.ac.uk/learningandteaching/cop/index.php>

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:

Governance:

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSGov.doc>

Review and Monitoring:

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSRevMon.doc>

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/1%20The%20University's%20approach%20to%20quality%20management.doc>

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

Sources of other information

<http://www.bath.ac.uk/study/ug/prospectus/subject/sport-social-science>

..... Dean/Head LPO

..... Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Programme code	UHHL-AFB11 / UHHL-AKB11
Programme title	BA (Hons) SPORT & SOCIAL SCIENCES
Award type	Bachelor of Arts with Honours
Award title	Bachelor of Arts with Honours
Mode of Attendance	Full time <i>or</i> thick sandwich
Length	3 / 4 years
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	FTQC Jan 2008

Year 1

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
1	1	S1	HL10355	Research Design for the Social Sciences	Compulsory	6	N	N/A
			HL10358	Historical & Contemporary Issues in Sport, Physical Activity & the Body	Compulsory	6	N	N/A
			HL10489	Sport & Social Theory	Compulsory	6	N	N/A
			HL10191	Introduction to Sports Pedagogy	Compulsory	6	N	N/A
			HL10447	Sport & the social sciences: a critical introduction	Compulsory	6	N	N/A
		S2	HL10190	Ethics, Sport & the Body	Compulsory	6	N	N/A
			HL10448	The Politics of Sport	Compulsory	6	N	N/A
			HL10148	Introduction to Sports Development, Policy & Management	Compulsory	6	N	N/A
			HL10359	PE: Policy & Practice	Compulsory	6	N	N/A
			HL10360	Introduction to Sport & Exercise Psychology	Compulsory	6	N	N/A

Year 2

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
2	2	All Year	HL20490	Critical & Applied Social Science Research	Compulsory	12	Y	N/A
		S1	HL20449	Professional Identity & Practice	Compulsory	6	N	N/A
			HL20134	Sports Policy & International Development	Optional: Select 3 from 6	6	N	N/A
			HL20491	Sport & Promotional Culture		6	N	N/A
			HL20416	Sociology of Sport, Health & the Body		6	N	N/A
			HL20450	Critical Health & Body Pedagogies		6	N	N/A
			HL20410	Culture, Media & Sport		6	N	N/A
				DoS Approved Unit		6	N	N/A
		S2	HL20451	Community Based Professional Practice		Compulsory	6	N
			HL20493	Sport, Leisure & Tourism	Optional: Select 3 from 6	6	N	N/A
			HL20452	Contemporary Issues in Sport & Exercise Psychology		6	N	N/A
			HL20453	Sport & Culture in the Global Marketplace		6	N	N/A
			HL20417	Motivation & Cognition for Sport & Physical Activity		6	N	N/A
			HL20492	Applied Sport Pedagogy Practicum		6	N	N/A
	Director of Studies approved unit	6	N	N/A				

Year 3 – optional placement year								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
3	3	All Year	HL20192	Sport & Social Sciences Professional Placement	Compulsory	60	N	N/A

Final Year								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
3	3 / 4	All Year	HL30428	Dissertation Research	Compulsory	24	Y	N/A
		S1	HL30193	Applied Pedagogy & Practice: Physical Education	Optional: Select 2 from 5	12	N	N/A
			HL30494	Advanced Issues in Sports Management		12	N	N/A
			HL30435	Advanced Issues in Physical Activity, Health & the Body		12	N	N/A
			HL30495	Advanced Issues in Sport Policy & Development		12	N	N/A
			HL30154	Applied Pedagogy & Practice: Coaching		12	N	N/A
		S2	HL30433	Advanced Seminar in Sport, Health & the Social Sciences	Compulsory	12	N	N/A

<i>Appendix; Programme Description for 2012/13</i> Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 19 Supplementary assessment: Appendix 20
Stage 3 (placement)	0%	Main assessment: Appendix 19 Supplementary assessment: assessment not available
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

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 common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website: <http://www.bath.ac.uk/quality/cop/statements.html>

- **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. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate 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 of Faculty/School. 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 4.11).

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 and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. ([PD forms](#) for NFAAR for UG, PG, and non-NFA are available.)