



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>	Programme Approval Panel 25 May 2007 Senate: 13 June 2007
<i>Final award</i>	BSc (Hons)
<i>Programme title*</i>	Sport (Sports Performance) (Work-based Learning)
<i>UCAS code (if applicable)</i>	C602
<i>Subject Benchmark Statement*</i>	N/A
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)*</i>	Level H (Honours)
<i>Duration of programme & mode of study*</i>	1 year full-time
<i>Date of Specification preparation/revision*</i>	November 2011
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 2013/14-2014/15)*</i>	2013-14

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 (Sports Performance) or equivalent. Planning and delivery incorporate a blend of resources across the programme to prepare students for longer-term leadership and management roles. The Honours year builds on the existing knowledge and understanding students have developed through the Foundation Degree Sport (Sports Performance) (or equivalent qualifications) and provides opportunity to further sport performance aspirations with alternative vocational experiences.

Educational aims of the programme*

Whilst the work-based learning principles of the Foundation Degree remain, the primary aim of this course is to 'add value' by preparing students for potential, longer-term leadership roles in the workplace. At its heart is 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 supports the course ethos by: a) advancing knowledge through higher-level, subject-specific studies in areas of particular current relevance; b) engendering appropriate management, organisational, 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 is placed on the timely and appropriate application of knowledge and problem-solving skills in a work-place environment.

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

<p>➤ Knowledge & Understanding:</p>	<ul style="list-style-type: none"> • 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 sports performance 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 sports performance; • demonstrate an understanding of sports performance in a management context.
<p>➤ Intellectual Skills:</p>	<ul style="list-style-type: none"> • 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.
<p>➤ Professional Practical Skills:</p>	<ul style="list-style-type: none"> • understand the application of relevant research findings in the workplace; • apply sports performance skills appropriately to facilitate clients' progress towards their goals; • reflect upon own academic and professional

	<p>performance and take responsibility for personal and professional learning and development;</p> <ul style="list-style-type: none"> • 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 sports performance in a management context.
<p>➤ Transferable/Key Skills:</p>	<ul style="list-style-type: none"> • exercise initiative and personal responsibility; • make evidence-based decisions; • work in teams; • use oral, written or audio visual 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 sports performance in a management context. <p>Teaching and Learning Methods</p> <p>A variety of teaching, learning and assessment methods are used on the programme to develop a student's knowledge and understanding. These include lectures, experiential workshops, small group exercises, tutor and student led seminars, individual and group tutorials, practical workshops, case studies and demonstration videos.</p> <p>Assessment Methods</p> <p>Assessment methods include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self- analysis. Students are required to produce a personal professional development strategy and plan that examines personal objectives and career plans.</p>
<p>Structure and content of the programme (including potential stopping off points) <i>(Append the relevant programme description (PD) form(s) and cross reference below)</i></p>	
<p>The Honours Year programme is studied on a one year full-time part-time basis and offers progression for those students successfully completing the FdSc Sport (Sports Performance) or equivalent. Study for this programme is at Honours Level and therefore students enter at Intermediate Level.</p> <p>The University credit framework conforms to the European Credit Transfer System, whereby 6 ECTS credits are equal to 12 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.</p>	

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)

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.

Further support outlined below:

- student handbook, unit outlines and unit descriptions;
- programme of induction activities;
- library and study skills packages which build 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;
- all students are allocated personal tutors whose role is to assist them with personal problems and advise on pastoral issues;
- student email and open personal access to tutorial staff including Director of Studies;
- access to student counsellors at the University of Bath;
- access to teaching and learning support services, which provides assistance and

guidance e.g. learning disabilities;

Admissions criteria (including arrangements for APL/APEL)

Candidates for the Honours Year will be expected to have successfully completed a University of Bath FdSc Sport (Sports Performance) 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%. It is 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. Admission may be subject to interview.

Exemption through AP(E)L may be granted in accordance with University procedures up to a maximum of 24 credits. For units accredited through AP(E)L it will be necessary to award a unit mark which will carry forward to the overall mark for purposes of classification. AP(E)L will be permitted for whole units only.

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)

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

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/QA03PSGuidQASD.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/QA03PSGuidQSStuV>

[oice.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.

Sources of other information

..... Dean/Head LPO

..... Date

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

NFAAR – UG Programme Description

Programme code	UHHL-AFB12 (was UHED-AFB06)
Programme title	Sport (Sports Performance) (Work-based Learning)
Award type	Bachelor of Science (honours)
Award title	BSc (Hons) Sport (Sports Performance) (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

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
3	1	All Year	HL30464	Dissertation	Compulsory	24	N	N/A
			HL30392	Research Methods	Compulsory	6	N	N/A
		S1	HL30466	Managing the Performance Athlete 1	Compulsory	6	N	N/A
			HL30471	Sports Policy 1: Philosophy & Practice	Optional: select 1 from 3	6	N	N/A
			HL30467	Coaching & Pedagogy 1: Advanced Coaching Concepts		6	N	N/A
			HL30469	Sports Physiology 1: Training Practices		6	N	N/A
			HL30465	Managing the Performance Athlete 2	Compulsory	6	N	N/A
		HL30396	Sports Performance Research Seminar	Compulsory	6	N	N/A	
		S2	HL30472	Sports Policy 2: Managing Sport in the Global Environment	Optional: select 1 from 3	6	N	N/A
			HL30468	Coaching & Pedagogy 2: Practical Sports Coaching		6	N	N/A
			HL30470	Sports Physiology 2: Contemporary Issues in specific populations		6	N	N/A

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

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.)