



## Programme Specification

GENERAL INFORMATION	
Programme title	BSc (Hons) Physical Activity and Health
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	n/a
Subject Benchmark Statement*Subject Benchmark Statement:	<p>Hospitality, Leisure, Sport, and Tourism</p> <p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf</a></p> <p>Health Studies</p> <p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf</a></p>
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

### Synopsis and academic coherence of programme

An undergraduate BSc (Hons) Physical Activity & Health degree programme is a novel degree that offers students an inter-disciplinary education with a critical approach to understanding the role of physical activity, other health behaviours and practices and exercise medicine on population health and wellbeing. These themes are taught in the social context of health and wider understanding of public health and policy. The underpinning principle for this degree is a solid understanding of the determinants of health and health practices. The curriculum is informed by both research and professional practice, and offers generic and specific knowledge and skills whilst allowing for depth and specialism at later stages.

The degree is structured with an overall balance between science-orientated and non-science units. All students are required to study science-orientated subjects like physiology and exercise medicine units throughout all years. Similarly all students are required to study critical social aspects, public health and psychology of physical activity related units throughout the programme. It is important for students in this programme to learn and draw together information from a large range of topics in an interdisciplinary way to comprehensively understand the complex issues surrounding physical activity, health behaviours and health outcomes. However, students do have options from stage 2 onwards to choose and emphasise more the preferred aspects in their studies. Students' unit choices will influence some specific learning outcomes and professional skills they will gain during the programme. Specific learning outcomes and skills are shown in individual unit descriptions that are available on the University web-page before the unit choices are made. We expect students to be interested in both science and non-science elements when embarking on this programme. Both elements will start from basic information upon which further and more advanced level studies will be gradually built.

The programme has a sandwich placement variant (professional placement). Students will be able to transfer between the 3-year full-time and 4-year sandwich programmes. There are also opportunities to transfer between this BSc (Hons) programme and coexistent MSci (Hons) Physical Activity & Health programme until the 15th of March preceding stage 3 (or stage 4 if placement year is taken) subject to the normal University's New Framework for Assessment regulations for coexistent programmes (see <http://www.bath.ac.uk/registry/nfa/index.htm>, and especially Appendix 15 and Appendix 23 of NFAAR:UG).

Both programmes follow a semester-based structure with 60 credits of study in each year. The majority of the units taken in the first two years (Stage 1 and 2) are compulsory. This is designed to ensure that all students have the necessary multidisciplinary foundation for embarking on the sandwich route and/or the last year of study (Stages 3 and 4). Optional units allow students to broaden their focus and make choices in line with their own interest. In addition to optional physical activity and health related units, the programmes offer the opportunity to follow additional units in Management Studies or Languages during the second year of study. Free extra-curricular language options alongside the normal programme units are also available on other years. As the programmes progress, emphasis is shifted from basic and theoretical foundation to advanced-level issues and practical applications in a variety of contexts. Thus, a distinctive feature of this educational experience is the 'bridge-building' between theory and practice in this subject area.

The final year is common to both programmes, and is undertaken either immediately following the first two years, or on completion of the professional placement experience. A major component of the final year of study is a research project.

### Educational aims of the programme

In support of the University's Mission, the general aims of the BSc programmes in Physical Activity & Health are:

- To offer students an education in the inter-disciplinary approach to physical activity and health in a supportive and stimulating environment that encourages them to reach their full academic potential

	<ul style="list-style-type: none"> <li>• To enable students to develop a coherent, systematic understanding of the relevance of physical activity and health to contemporary problems and practices</li> <li>• To provide students insight to health determinants, health behaviour, health policy, critical social aspects and exercise based treatments relevant to physical activity and health challenges</li> <li>• To offer constructive appraisals of students' individual personal performances with respect to required learning outcomes</li> <li>• To integrate research into teaching, and provide students with practical experience in well-equipped laboratories and (if applicable) relevant placement opportunities</li> <li>• To equip graduates with the appropriate knowledge and skills to support them in their chosen professional careers or to pursue further academic study.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge &amp; Understanding:</li> </ul>	<p>Teaching in the programmes is research-led but also informed by professional practice with more prescriptive guidance given at Part 1. This is transformed into more independent learning in Parts 2 to 3. The programmes offer generic and specific knowledge and skills whilst allowing for depth and selective focus especially in the final year. As students progress through the programmes, practical applications are added to the theoretical foundation. Thus, distinctive features of this educational experience are the 'bridge-building' between theory and practice in physical activity &amp; health, critical understanding of these issues in wider social context and technology-enhanced and blended learning in accordance with the Subject Benchmark Statements.</p> <p>At Part 1, learning and teaching are mostly tutor-led with lectures, interactive lectures, some practicals, and academic workshops providing students with a foundation of core knowledge, understanding, and the intellectual skills that are required to progress to Part 2. Students become increasingly independent at Part 2 with seminars, group learning, practical sessions, and student-led activities supplementing the information provided in lectures and interactive lectures. In Part 3, the learning environment is one in which autonomous learning is facilitated via problem based learning, independent reading and independent research. Virtual learning environment and other innovative teaching methods like flipped classroom environment are introduced throughout the programme (flipped classroom inverts the traditional way of teaching by delivering content outside the classroom, e.g. using videos, quizzes and other online activities; the consequent face-to-face time is spent for tackling the more difficult concepts such as problem-solving).</p> <p>A wide variety of assessment methods are employed throughout the programmes, including: essays, reflective assignments, laboratory reports, activity logs, group and individual oral presentations, small group activities, seminar discussions, tests and tutorial sheets, computer based problem solving tasks, ICT/web-based projects, research project and examinations.</p> <p>At the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a level of knowledge and critical understanding of physical activity and health issues sufficient to gain employment or follow postgraduate research programmes</li> <li>• Demonstrate a systematic understanding of scientific research (relating to the biological, psychological and social determinants) of health and health behaviour change including health as contested concept</li> <li>• Display awareness and critical understanding of public health and health policy issues</li> <li>• Demonstrate systematic understanding of theoretical and professional rationales concerning health interventions including the distinction between normative and empirical aspects of health policy both at the population and individual level and their influence upon health and well-being</li> <li>• Display awareness of careful ethical consideration both in practical interventions and research</li> <li>• Demonstrate an understanding of the need for an interdisciplinary approach to address complex health issues</li> <li>• Display awareness and critical understanding of how modern technologies can be used in health/lifestyle interventions</li> </ul>
<ul style="list-style-type: none"> <li>• Intellectual Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experimental, practical, critical and analytical skills applied to physical activity and health challenges (including in the social, public health and health policy contexts), and apply the relevant sociological and human science principles to solve familiar and unfamiliar problems</li> <li>• Develop coherent arguments and challenge assumptions</li> <li>• Demonstrate an ability to tackle and solve problems of health determinants, behaviour change, public health and health policy</li> <li>• Recognise the diversity of values and experience in respect of health</li> <li>• Demonstrate skills to work effectively as a part of a team</li> <li>• With supervision, design and implement a research project, including data collection, analysis, and interpretation</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Practical Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills relevant to physical activity and health profession like measuring and monitoring physical activity and human function, discuss health interventions, interviewing, questionnaire design, arranging focus groups and recording and reflecting feedback from them</li> <li>• With supervision, design, implement, and evaluate health/lifestyle intervention programmes in applied health settings</li> <li>• and/or</li> <li>• With supervision, work effectively in an exercise science laboratory to conduct relevant health and physical activity tests, and analyse and communicate results to participants</li> <li>• With supervision, carry out a research project, demonstrate comprehensive application of techniques used in data collection &amp; analysis, and communicate the results effectively.</li> </ul>
<ul style="list-style-type: none"> <li>• Transferable/Key Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate career and employability skills like make critical decisions, take responsibility of learning and study work, empathise and build rapport with peers, develop respect, listen and respect the thoughts, opinions and ideas of others, and work effectively with others</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate good written and spoken communication, numeracy, leadership, problem-solving skills, and the ability to work independently and as part of a group</li> <li>• Present ideas and arguments in a well-structured and coherent manner in a variety of formats</li> <li>• Recognise the sensitivity of health issues in individual, special population and overall social context</li> <li>• Use Communication and Information Technology for word processing, electronic communication, information retrieval, experimental design, interactive experimental control, and data collection, handling, and analysis</li> <li>• Plan and manage their own learning</li> <li>• Self-appraise and reflect on practice</li> </ul> <p><b>ADDITIONAL LEARNING OUTCOMES FOR Professional Placements</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and skills in a particular area of physical activity and health or a related activity</li> <li>• Recognise the value of gained professional experience</li> <li>• Explain the structure and significance of the employing organisation and the role of the placement project in the organisation</li> </ul>
<b>Summary of assessment and progression regulations</b>	
NFA - fully compliant	
<b>Progression Regulations and Awards</b>	
<p>BSc (Hons) Physical Activity and Health</p> <p>BSc (Hons) Physical Activity and Health with Professional Placement</p> <p>At each level of full-time study, students study units to the value of 60 credits. Detailed descriptions of the units within the programme may be found in the Programme Unit Catalogue at <a href="http://www.bath.ac.uk/catalogues/other.html">http://www.bath.ac.uk/catalogues/other.html</a>.</p> <p>Students have the option to take a Professional Placement (60 credits) at Stage 3, after which they will have one further stage (Stages 4) to complete the BSc degree.</p> <p>The BSc Physical Activity &amp; Health programmes are 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. Further information about the NFAAR is available at <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>.</p> <p>Information about Designated Essential Units (DEUs) and the definitions for parts and stages of programmes are also available in the NFAAR (see Appendix 2: Definitions).</p> <p>Students who do not fulfil the requirements for successful completion of a professional placement (programme UHHL-AKB15) are transferred to the three-year BSc programme (UHHL-AFB15).</p>	
<b>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</b>	
<p>Students who want to study the 4-year full-time professional placement programme must be registered in this programme by the end of Stage 1. Students studying the 3-year full-time programme may request the transfer onto this programme by this same deadline. Professional placement opportunities are arranged through a Placement Officer. The University and the department have a strong tradition of providing excellent placement opportunities both in the UK and overseas. While every effort is made to facilitate for all students in the placement programme to get a placement, this is not guaranteed. It is ultimately for the placement provider to decide to whom they offer the placement and for the student to decide whether they accept it or not. If a student has not secured a placement during Stage 2, they will be transferred to the 3-year full-time programme. The professional placement year does not count towards the final degree classification.</p> <p>Students following a sandwich programme are invited to give a presentation on their experiences at the Placement Conference held in October following the placement year. The students who follow a professional placement programme must submit University's Personal Objectives &amp; Learning Outcomes (POLO) forms during the placement year and a portfolio of work on their experiences upon returning to the final year of study. In addition, students are assigned a Placement Supervisor at their host site and a Placement Tutor from within the Department. The on-site supervisor writes an assessment of the student's performance on completion of the placement. The Placement Tutor liaises with the employer, the student, and the Placement Supervisor. Students are supported by email or telephone/Skype contact and the UK-based students are visited at least once during the year by the Placement Tutor.</p>	
<b>Details of Study Abroad Requirements</b>	
<b>Details of Professional Accreditation</b>	
<b>Admissions Criteria including APL/APEL arrangements</b>	

A typical offer for admission consists of passes in three subjects at A2 level with grades of AAB (grades at AS Level are considered but will not form part of any offer). A typical offer for students with BTEC background consist Level 3 BTEC Extended Diploma in a related discipline with a Distinction profile (D\*DD).

In addition prospective students should have passed at least 5 GCSE (or equivalent) grade C or above and must include English Language, Mathematics, and at least one science subject (all at Grade B or above).

Also, alternative equivalent qualifications are welcomed. Overseas and mature applicants will be considered on an individual basis.

Further information is given in the online prospectus at

<http://www.bath.ac.uk/study/ug/prospectus/subject/physical-activity-health/entry-requirements/>

#### **Details of Support Available to Students**

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 who is 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.

#### **Department and Programme Specific Support Information**

Additional support available to students:

- University and Department Induction Programme
- Programme Student Handbook
- Unit descriptors
- Study Skills Support
- Excellent Library and IT facilities
- Sports and Arts facilities
- Proactive Students' Union
- Careers Advisory Service
- Learning Support Service
- International Office
- English Language Tuition
- Nursery facilities
- Placement visits and support
- Staff/Student Liaison Committee
- Research Project Handbook
  
- [www.bath.ac.uk/health](http://www.bath.ac.uk/health)
  
- University of Bath Undergraduate Prospectus <http://www.bath.ac.uk/study/ug/prospectus/subject/physical-activity-health/>
- Physical Activity & Health Programme/ Unit Catalogue