



## Programme Specification

| GENERAL INFORMATION                                       |                                       |
|---|---------------------------------------|
| Programme title   | BSc (Hons) Sport (Sports Performance) |
| Awarding Institution//Body                                | University of Bath                    |
| Teaching Institution                                      | University of Bath                    |
| Programme accredited by (including date of accreditation) |                                       |
| Subject Benchmark Statement*Subject Benchmark Statement:  | n/a                                   |
| Date of Specification preparation/revision                |                                       |
| Applicable to cohorts                                     |                                       |
| Programme Approved by                                     |                                       |

| Synopsis and academic coherence of programme   |  |
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| <p>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.</p>   |  |
| Educational aims of the programme  |  |
| <p>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.</p> |  |
| <ul style="list-style-type: none"> <li>Knowledge &amp; Understanding:</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrate an understanding of the application of research methods in the context of their professional practice using a case study, or action research project;</li> <li>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;</li> <li>comment on a selection of recent research into the study of sports performance in different settings;</li> <li>evaluate the implications of research findings on policy and practice;</li> <li>appreciate the limits of current knowledge and practice in the field of sports performance;</li> <li>demonstrate an understanding of sports performance in a management context.</li> </ul> |
| <ul style="list-style-type: none"> <li>Intellectual Skills:</li> </ul>   |  |

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|   | <ul style="list-style-type: none"> <li>engage in critical analysis of a wide range of texts and electronic information;</li> <li>synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice;</li> <li>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;</li> <li>reflect on the appropriateness of theory, practice and outcomes;</li> <li>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);</li> <li>communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Professional Practical Skills:</li> </ul>  | <ul style="list-style-type: none"> <li>understand the application of relevant research findings in the workplace;</li> <li>apply sports performance skills appropriately to facilitate clients' progress towards their goals;</li> <li>reflect upon own academic and professional performance and take responsibility for personal and professional learning and development;</li> <li>observe and evaluate own skills and those of others and give clear and appropriate feedback;</li> <li>apply leadership skills in the workplace and demonstrate an understanding of sports performance in a management context.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Transferable/Key Skills:</li> </ul>  | <ul style="list-style-type: none"> <li>exercise initiative and personal responsibility;</li> <li>make evidence-based decisions;</li> <li>work in teams;</li> <li>use oral, written or audio visual communication skills;</li> <li>demonstrate confidence in using it for the access, creation and manipulation of information;</li> <li>undertake appropriate further training of a professional or equivalent nature;</li> <li>demonstrate an understanding of sports performance in a management context.</li> </ul> <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> |
| <b>Summary of assessment and progression regulations</b>  |  |
| NFA - fully compliant   |  |
| <b>Progression Regulations and Awards</b>   |  |
| BSc (Hons) Sport (Sports Performance) (Work Based Learning)   |  |
| <p>This programme is compliant with NFA assessment regulations:</p> <p><a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a></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> |  |
| <b>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</b>   |  |
| <p>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.</p>   |  |
| <b>Details of Study Abroad Requirements</b>   |  |
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| <p><b>Details of Professional Accreditation</b></p>   |
| <p><b>Admissions Criteria including APL/APEL arrangements</b></p> <p>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.</p> <p>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.</p>  |
| <p><b>Details of Support Available to Students</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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: <a href="http://www.bath.ac.uk/students/support/">http://www.bath.ac.uk/students/support/</a>.</p> <p>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.</p> |
| <p><b>Department and Programme Specific Support Information</b></p> <p>Further support outlined below:</p> <ul style="list-style-type: none"> <li>• student handbook, unit outlines and unit descriptions;</li> <li>• programme of induction activities;</li> <li>• library and study skills packages which build in support for academic reading and writing skills;</li> <li>• extensive library resources and other learning resources and facilities at the University of Bath;</li> <li>• all units supported by Moodle based resources;</li> <li>• all students are allocated personal tutors whose role is to assist them with personal problems and advise on pastoral issues;</li> <li>• student email and open personal access to tutorial staff including Director of Studies;</li> <li>• access to student counsellors at the University of Bath;</li> <li>• access to teaching and learning support services, which provides assistance and guidance e.g. learning disabilities;</li> </ul>  |