



## 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

<b>GENERAL INFORMATION</b>	
<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 &amp; minute number of Senate)</i>	T&Q: 03.11.04 Min 036 Programmes Approval Panel Senate: 15.12.04 Min 12041
<i>Final award</i>	Foundation Degree (FdSc); Certificate of Higher Education (where full credits not attained)
<i>Programme title*</i>	Foundation Degree in Sport (Sports Performance)
<i>UCAS code (if applicable)</i>	C601
<i>Subject Benchmark Statement*</i>	The programme has been developed taking account of the QAA Foundation Degree: qualification benchmark statement. The Sector Skills Council for Sport and Recreation is SkillsActive. Working with partner organisations, they are in the process of developing national frameworks for Foundation Degrees. These emerging frameworks have informed the development of this programme.
<i>Intended level of completed programme (in line with <a href="#">FHEQ</a> eg 5, 6, 7,)*</i>	Level I (Intermediate)
<i>Duration of programme &amp; mode of study*</i>	2 years 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 exciting programme provides students of sport with a unique opportunity to study, train and further develop their capabilities in an area in which they perform to a very high standard. The Foundation Degree in Sport (Sports Performance) offers the possibility of using the highly regarded academic facilities of the University of Bath as well as accessing the world class sporting facilities and highly acclaimed sports coaches and sport support

services. The University is at the forefront of developing sports performance as an academic discipline. The teaching staff delivering the programme bring a depth of academic knowledge and understanding of sport which will enhance the learning experience. The programme is designed to appeal to those students performing at a very high ('elite') standard in their chosen sport or to developing coaches with aspirations to coach in the higher echelons of their sport.

The programme aims to provide students with a solid academic base to develop their studies, which will explore the key components of athletic success. The early stages of the programme explore a range of fundamental topics and equip students with a range of basic study skills. In addition they develop their abilities in their chosen sport throughout the programme. For an athlete/coach to be successful, a clear understanding of human structure and function, and appropriate life style management issues are required and units covering these topics are part of the programme. Students will, therefore, have the necessary tools and information to allow them to maximise their potential. As students progress through the programme there is an increasing emphasis on them developing their own observational, evaluative and analytical skills in determining training regimes and programmes.

The Foundation Degree in Sport (Sports Performance) is offered as a full-time route.

#### **Educational aims of the programme\***

The programme is intended to:

- identify those key principles that contribute to individual elite performance;
- provide students with the essential skills that will allow them to critically analyse their own performance and reflect on areas for improvement;
- develop students' ability to plan effectively;
- empower students to take responsibility for their own personal learning and development;
- ensure that students are provided with the key subject specific and generic skills that will allow them to develop as independent learners within their sport;
- develop students' ability to effectively critique theory as applied to practice
- develop students' ability to critique and carry out research
- develop an understanding of the key issues in planning and performance and how interdisciplinary and multidisciplinary sport affects this;
- develop students' appreciation of working effectively within an elite sport environment;
- communicate with interested parties, national and international sporting organisations such as British Olympic Association, International Olympic Committee, National Governing Bodies, International Federations etc to develop and appreciation of employment opportunities within elite sport.

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

<p>➤ Knowledge &amp; Understanding:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <p>Certificate of Higher Education:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of the underlying concerns and principles associated with the study of sport;</li> <li>• establish and respond to the key requirements of assessment tasks;</li> </ul>
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	<ul style="list-style-type: none"> <li>• apply theoretical underpinning knowledge to practical situations and scenarios relevant to sport.</li> </ul> <p>Foundation Degree:</p> <ul style="list-style-type: none"> <li>• provide a clear and objective analysis of the factors contributing to success in their sport;</li> <li>• provide a multi-disciplinary and interdisciplinary analysis of these factors;</li> <li>• apply subject specific knowledge to working with the elite athlete within a sporting context;</li> <li>• provide key analytical skills to allow students to evaluate their own performance;</li> </ul> <p>demonstrate an understanding of what is required to work with the elite athlete.</p>
<p>➤ Intellectual Skills:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <p>Certificate of Higher Education</p> <ul style="list-style-type: none"> <li>• demonstrate an ability to evaluate and interpret knowledge and principles within the context of the study of sport;</li> <li>• show awareness of sources of relevant information;</li> <li>• show ability to select appropriate and relevant information, and develop clear and logical arguments;</li> <li>• undertake, with guidance, analysis and organisation of relevant information to support arguments and justify conclusions;</li> <li>• identify, and make judgements about, alternative approaches, opinions and options.</li> </ul> <p>Foundation Degree</p> <ul style="list-style-type: none"> <li>• review appropriate scientific research within the subject context;</li> <li>• synthesise subject specific knowledge relevant to the scientific support required for the elite athlete;</li> <li>• identify the key components that contribute to successful performance;</li> <li>• plan effective strategies to make better performers;</li> </ul> <p>engage in academic study related to the principles of effective planning.</p>
<p>➤ Professional Practical Skills:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <p>Certificate of Higher Education</p> <ul style="list-style-type: none"> <li>• demonstrate practical professional skills relevant to sport;</li> <li>• contribute positively to individual and group activities relevant to sport;</li> <li>• demonstrate an ability to use clear and concise language and or graphs/ tables/ data etc to communicate ideas;</li> <li>• present, evaluate and interpret data, to develop lines of argument and make appropriate judgements in</li> </ul>

	<p>accordance with basic theories and concepts of sport.</p> <p>Foundation Degree</p> <ul style="list-style-type: none"> <li>• reflect on their ability to plan effectively;</li> <li>• propose evaluative judgement on the ability to plan effectively;</li> <li>• assess how effective they are as performers;</li> </ul> <p>reflect and provide appropriate strategies to become better performers.</p>
<p>➤ Transferable/Key Skills:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <p>Certificate of Higher Education</p> <ul style="list-style-type: none"> <li>• develop appropriate problem based learning skills;</li> <li>• utilise key communication skills;</li> <li>• utilise a range of key skills in a working environment;</li> <li>• communicate effectively in a format appropriate to sport.</li> </ul> <p>Foundation Degree</p> <ul style="list-style-type: none"> <li>• develop appropriate problem based learning skills to identify key areas for improvement;</li> <li>• utilise key communication skills required to effectively guide and inform the athlete;</li> <li>• provide students with the ability to effectively communicate with others;</li> <li>• ensure key generic skills are embedded within the subject context;</li> <li>• demonstrate how subject specific and generic skills are utilised within elite sport.</li> </ul> <p>A variety of teaching, learning and assessment methods are used on the programme. These include methods that encourage experiential learning through group discussion, practical workshops, lectures, seminars, and student-led discussion forums. Students will be encouraged to reflect upon their work-based learning.</p> <p>Evidence of individual achievement of learning outcomes is assessed using a variety of assessment methods, including group presentations, practical coaching sessions, poster presentations, reports, self-appraisals, oral presentations and examinations.</p> <p>Key skills are taught and assessed across a range of units, integrated into assessments and monitored by students over the two years. These key skills will be monitored by the tutor and identified on the assignment handout and assessment feedback sheets. Key skills awarded will be recorded by the student in their Professional Development Plan.</p>
<p><b>Structure and content of the programme</b> (including potential stopping off points)</p>	

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The University credit framework conforms to the European Credit Transfer System, whereby 6 ECTS credits are equal to 12 CATS credits. Candidates for the Foundation Degree must have achieved 120 ECTS credits (equivalent to 240 CATS credits), of which at least 60 must be at level I. Candidates for the Certificate of Higher Education must have achieved 60 ECTS credits.

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

Work based learning is an integral part of the Foundation degree in Sport (Sport Performance). A total of 18 credits (15%) of total course credits are devoted to Work Based Learning units.

Students are expected to engage in work based learning in the field of sports performance on a regular basis alongside the formal academic requirements of the programme. It is envisaged that students will utilise this opportunity to experience the working environment as a sports performer through the High Performance Training Squads that are based at the University in a variety of sports.

When students apply for the programme, discussions are held with the Head Coach of the appropriate High Performance Training Squad to ensure access for work placement purposes is afforded to the student.

### **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 includes:

- 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)

Typical requirement: CCC at A Level (or equivalent).

Applications are welcomed from candidates:

- with a Level 3 course such as a National Award/Certificate/Diploma, Advanced Diploma, GCE A level, Access to Higher Education Course, or a work-based course such as NVQ 3 or Advanced Apprenticeship;
- without formal qualifications but who have a minimum of two years relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course.

Differentiated offers may be made based on academic and sporting achievements.

All applicants will normally also require at least 4 GCSE passes (at grade C or above), including Maths and English or their level 2 equivalents.

Applications may be subject to completion of a successful interview.

Applications are welcomed from mature applicants. There may be flexibility in the above criteria for mature applicants.

Applicants must have a sports performance profile of appropriate standing in at least one sport; this can be discussed at the application stage. Selection on to the programme will be subject to the agreement of appropriate mentoring arrangements.

Where English is not the applicant's first language an IELTS score of 6 or TOEFL score of 580 (paper-based) or 237 (computer-based) or equivalent qualification, will normally be required.

Applicants may apply for exemption from specified units on the programme through AP(E)L up to a maximum amount of 50% of the total credits for the programme, but this may not exceed 10 credits at Level I i.e. a student must study at least 50 credits at Level I for the Foundation Degree. 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/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.

#### Sources of other information

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

..... Dean/Head LPO

..... Date



<b>Programme code</b>	UHHL-AFF12
<b>Programme title</b>	Foundation Degree in Sport (Sports Performance)
<b>Award type</b>	Foundation Degree (FdSc)
<b>Award title</b>	Foundation Degree (FdSc)
<b>Mode of Attendance</b>	Full time
<b>Length</b>	2 Years
<b>State if coexistent M-level programme</b>	
<b>State any designated alternative programme(s)</b>	
<b>Approving body and date of approval</b>	Programme Approval Panel: November 2011

**Year 1 (for implementation with effect from 2012-13)**

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	SRU status	
2	1	All Year	HL10456	Research Methods for Sports Performance	Compulsory	12	N	
			S1	HL10459	Introduction to Sports Performance	Compulsory	12	N
				HL10458	Introduction to Sports Coaching	Compulsory	6	N
				HL10457	Human Structure & Function	Compulsory	6	N
		S2	HL10461	Sports Development	Compulsory	6	N	
			HL10460	Nutrition for Sports Performance	Compulsory	6	N	
			HL10462	Strength & Conditioning	Compulsory	6	N	
			HL10463	Work Based Learning 1	Compulsory	6	N	

**Year 2 (for implementation with effect from 2013-14)**

3	2	All Year	HL20473	Work Based Learning 2	Compulsory	12	N
		S1	HL20474	Contemporary Issues in Sports Performance	Compulsory	6	N
			HL20475	Planning for the Athlete in Context	Compulsory	12	N
			HL20476	Sport & Exercise Psychology	Compulsory	6	N
			HL20477	Performance Analysis	Compulsory	12	N
		S2	HL20478	Talent ID: Principles & Practice	Compulsory	12	N

**Assessment weightings and decision references**

Stage	Weighting within programme	NFAAR-FD decisions reference See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-fd">http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-fd</a>
Stage 1	50%	Main assessment: Appendix 11 <a href="http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf</a> Supplementary assessment: Appendix 12 <a href="http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf</a>
Stage 2	50%	Main assessment: Appendix 11 <a href="http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf</a> Supplementary assessment: Appendix 12 <a href="http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf</a>

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

## 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.)