



The Inclusion of Achievements through Sport within the Higher Education Achievement Report

The purpose of these guidance notes is to articulate how the full breadth of sport can contribute to a student's achievement at university as well as how this can be recorded within the HEAR. Institutions may choose to utilise this in different ways dependant on their starting point, in recognition that existing structures may be of value to the validation process and sport as a key part of the student experience is more developed at some institutions than others.

Employer feedback has repeatedly indicated the value of a consistent approach to Section 6.1 of the HEAR, and this approach offers institutions the opportunities to implement a bespoke approach to implementation within a common framework developed by BUCS in consultation with institutions and with advice from members of the Burgess Implementation Steering Group.

The Value of Sport

The strategic importance of sport within institutions and its impact on the delivery of organisational outcomes such as enhancing reputation, attraction and cohesion make sport of fundamental value to institutions. A holistic approach to sport can further enhance the student experience and provide evidence of achievement that supports the development of student employability.

At the individual level the attributes, skills, behaviours and experiences that are developed through various engagements in sport frequently go unrecognised by potential employers due to them either being poorly articulated by students or not fully understood by employers. Whether through the various committee roles within student sport clubs, sustained participation in a recognised high performance programme or a formal role in sports volunteering, a student can demonstrate many valued skills and attributes from communication, leadership and team working through to self management and problem solving through sport. The HEAR now offers the opportunity for students to record these experiences and communicate them more effectively to potential employers.

This document broadly divides recognised roles within the achievement record into three categories which take into account the inclusive nature of opportunities provided through sport:

1. **Student club committee** roles (*club chairman, treasurer, secretary, team captain etc*).
2. **High performance** athlete programmes or scholarships (*NGB endorsed athlete development centres, University scholarships, representative honours etc*).
3. **Recognised workforce** roles, including volunteering, within the university or a partner organisation (*coaches, officials, league organisers, event managers etc*).



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For specific guidance on each of these areas please see the detailed notes within the appendix.

Practical Guidance for Institutions

Recognising that institutions will all have different levels of experience in utilising the HEAR as well as different operational mechanisms for the delivery of sport this document draws on institutional examples to support recognition and implementation.

Planning for and recognising achievement

For all activities to be included within section 6.1 of the HEAR record of an individual student BUCS recognises the importance of robust institutional structures for the verification of activities and roles. Responsibility for verification of each achievement will be based within the institution or a trusted third party and will vary according to the institution and the specific activity. One means of structuring this process may be through a common template supported by agreed institutional protocols, an example of which can be found in appendix 1.

Defining Achievement

It is also recognised as essential within the HEAR that institutions clearly and concisely define the activities that they are recognising in order to ensure consistency and clarity. Appendix 2 - 4 contains examples of definitions taken from institutions which reflect different achievements across Performance Sport, Club Committee Roles and Workforce Roles.

Using the HEAR effectively

Ensuring that students understand and can articulate the content and value of their HEAR has been recognised as crucial within those institutions which have trialled the HEAR. BUCS would wish to reinforce this process by promoting nationally the positive contribution sport can make to employability and the overall value of HE sport.

Supporting Resources

An appendix of supporting resources have been collated to support institutions with the inclusion of sport within the HEAR.

1. Institutional examples of protocols for verification.
2. Examples and definitions of student roles and commitments.
3. Institutional examples of differentiation between levels of sporting performance.
4. Examples of skills, attributes and behaviours potentially learned and demonstrated within different roles and achievements through sport.



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Appendix 1: Example approval form for activity (based on institutional protocols) developed by an institution piloting the HEAR in order to demonstrate that the activity of verifiable by the institution and constitutes ‘achievement’.

HEAR Extra-curricular activity approval form	
Activity Title (this will appear on the HEAR) max 15 words	Sport Volunteer Scheme
Activity Provider (responsible for uploading completion data)	SPORT
Activity description (this will appear on the HEAR) max 175 words	<p>The Sport Volunteer Scheme provides students with the opportunity to engage with the local community through sporting activities. This enhances the opportunities for participation in sport and physical activity across the city whilst at the same time enabling students to develop new and existing skills. These skills include leadership and communication through the delivery of sport specific sessions, assisting at sports events, officiating, club development, administration and project planning.</p> <p>Opportunities are available across a wide range of organisations and communities within the county, including schools, community groups, schools and sports clubs, with the volunteers supported to complete personal development plans and training need analyses. The quality of both the placement and the volunteer are monitored through the scheme’s administration and regular reviews.</p> <p>To achieve a bronze award volunteers must log 50+ hours of volunteering activity. For a Silver award they must log 100+ hours, and for gold the volunteer will have given 200+ hours over the year.</p>
The Protocols:	Please give details below of how your activity meets each of the protocols
1. The activity is verifiable and is endorsed by the University	<p>Goal 2 University graduates leaving with awareness of citizenship and leadership in diverse environments, advanced skills of written and verbal communication and a personal commitment to equality and diversity. Increasing access to the educational experience currently offered by the leadership programme, providing opportunities to combine formal leadership and enterprise skills training with community work. Encourage peer assisted learning – volunteer leaders</p>

These fields are mandatory and the activity must meet protocols 1-5



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	<p>in sport. Enhancing student facilities including recreational and sporting – enabling greater utilisation of existing facilities, with student volunteer activity leaders.</p> <p>Goal 3 To ensure that the University’s undergraduate education challenges students to adopt strong personal value-systems in relation to their social and environmental responsibilities as educated citizens. To work closely with city authorities and other local organizations to support the social, economic and cultural development of the city.</p>	
2. The Activity is University wide and the process for accessing the activity is clear and transparent	Volunteering hours are verified by both the approved opportunity provider and also the online management system.	
3. The Activity is not directly part of the academic credit-bearing curriculum.	The Sport Volunteer Scheme is open to any student registered at the University.	
4. The Activity is not formal employment by the University or a third party.	There are no credits attached to the SVS.	
5. Participation in the Activity is verified but not performance or quality	Please see the activity description above.	Activities must meet at least one of these protocols in addition to protocols 1-5
6. The Activity is defined by regulation.	Volunteering is registered and verified based on successful placement and hours logged with the opportunity provider. The quality of the volunteering is monitored via the scheme administration process and an annual review with both the volunteer and placement provider.	
7. The Activity supports a University process, and is normally determined by election or nomination	n/a	



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Appendix 2: Examples of Student Sports Club Committee role descriptors that could be used by institutions to provide detail of role requirements within section 6.1 of the HEAR. For brevity the recommended length of these should not normally exceed 100 words each.

Generic club committee positions:

Sports Club Committee members are elected through democratic elections by the members of that sports club/appointed by xxxxx. Committee members are responsible for driving the strategic direction of the club and running many aspects of the club over the following year. The skills involved in include strategic planning in the clubs development, planning and implementing day to day club activity and leadership of and communication with club members.

Committee members attend training sessions based around generic student group processes and specific training to aid them in their duties. Individuals are given specific job role descriptions.

Sports Club Chair

The Sports Club Chair is elected through democratic elections by the members of that sports club/appointed by xxxxx. The club chair is responsible for overseeing all activities of the club and representing its members to relevant internal and external bodies. Ultimate responsibility for the activities of the club fall on the Chair and this requires effective delegation, communication and management of the club committee. The skills involved in include strategic planning in the clubs development, planning and implementing day to day club activity and leadership of and communication with club members. Individuals attend specific training on the effective running of their student group.

Sports Club Treasurer

The Sports Club Treasurer is elected through democratic elections by the members of the sports club/appointed by xxxxx. The club treasurer is responsible for the financial management of the club, ensuring club spending remains in line with their allocated budget. They act as a signatory on the club account and are responsible for the monitoring and enforcing of club fees. The role requires financial management skills including effective budget planning and monitoring. Individuals attend specific training on financial management.

Sports Club Secretary

Sports Club Secretary is elected through democratic elections by the members of that sports club/appointed by xxxxx. The club secretary is responsible for arranging meetings, note taking and ensuring the club complies with relevant regulations. This can involve collating information from multiple sources including the Students' Union, Sports Department, British Universities and Colleges Sport and National Governing Bodies. The role requires effective organisation, communication and diligence in compliance with regulations.



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Sports Team Captain

The Sports Team Captain is elected through democratic elections by the members of that sports team/appointed by xxxxx. The team captain is responsible for providing leadership to the team and managing team administration including submission of team sheets. The role requires effective organisation, leadership and communication.

Sports Club Social Secretary

The Sports Club Social Secretary is elected through democratic elections by the members of the sports club/appointed by xxxxx. The Social Secretary is responsible for organising socials including venue hire, integration of all individuals from a diverse range of backgrounds into the club and communicating social activity to members. The role requires effective organisation, leadership and communication

Sports Club Sponsorship and Fundraising Officer

The Sports Club Sponsorship and Fundraising Officer is elected through democratic elections by the members of the sports club/appointed by xxxxx. The Sponsorship and Fundraising Officer is responsible for sourcing additional funding into the club including seeking sponsorship and running alternative fund raising activities. The role requires commercial awareness and effective planning.

Many Universities also have a Sports Executive Committee, a group of students elected/appointed to overseeing the running of certain aspects of sport at the University. The profile of these is often broad. Examples include Treasurers responsible for overseeing the spending of club accounts and Events officers responsible for organising major events such as sports balls/awards.

Below is a generic descriptor for individuals sitting on this type of committee.

Sports Executive Committee Member

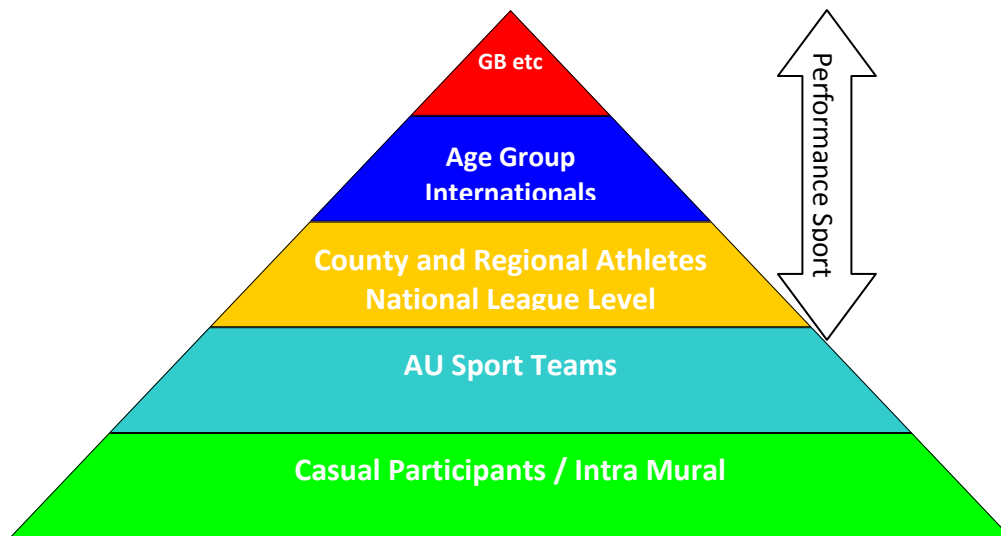
The Sports Executive Committee is elected through democratic elections by the members of the sports club/appointed by xxxxx. The board has responsibility for overseeing all student run sporting activity at the University. The duties include driving the strategic direction of sport at the university. Through these roles individuals require effective management skills including communication to scope any areas problems may arise in and suggest future areas for development.



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Appendix 3: Differentiating levels of sporting performance. This is one example of a university's verifiable criteria for differentiation between levels of sports performance.

For the Purposes of this paper, performance level athletes are those described as athletes who have reached or have the potential to reach top level national performance and / or international representation. Top level Athletic Union representation including performance awarded colours may also be included.



Guidelines for Inclusion in the HEAR

Activity	Level	Commitment	Verifiable
Sports Performance	International	Selection for International Squads from Junior or Senior Level whilst studying at University	By NGB contact to University to verify representative honours or through TASS (Talented Athlete Scholarship Scheme) manager
Sports Performance	National / Regional level Performance	Performing at National League / competition Level	By athlete liaising with University Sport Department to show commitment at National standard.



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Sport Performance*	Representing English and British Universities.	Representing English and British Universities at international competition / tournament.	By AU / University Sports department
Sports Performance	Awarded performance Colours for University Sports Performance	Awarded Colours in line with University / Athletic Union policy.	By AU / Universities Sports Department
Sports Performance	High Level AU Sports Performance	Qualification for BUCS Championships, competing in BUCS Premier leagues	By AU / Universities Sports Department
Sport Bursary or Scholarship Award	On Universities Award Scheme	Commitment to Bursary or Scholarship programme in line with Universities individual agreement with Bursary / Scholarship athletes.	By University Performance Sport Department.
TASS	On TASS programme	Commitment in line with TASS engagement Policy	By University as to which Athletes they support are on the TASS scheme
NGB Funding	On NGB funding programme	Commitment in line with NGB policy	By NGB contact to University to verify funding

* This example is provided from an English institution, for institutions from other Home Nations, National University representation will differ.



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Appendix 4: Example skills, behaviours and attributes that are potentially demonstrated through sport and could be used to raise student’s awareness of the impact of sport on their employability.

	Skills	Attributes	Behaviours
Student Volunteering	Time management Team working Communication Interpersonal Intrapersonal People management Leadership Prioritising	Organised Commitment Communicative Reliable Empathy Ambition	Confidence Responsibility Caring Consideration Enthusiasm
Student Club Committee Roles	Peer leadership Communication Chairing meetings Coordinating groups Team working Administrative skills Problem solving Prioritising Time management Interpersonal	Role model Responsibility Ambition Empathy Commitment Organised	Approachable Confidence Responsibility Caring Enthusiasm Receptive
Performance Sport	Time management Goal setting Team work (sport dependant) Self management Financial planning Interpersonal Intrapersonal	Self disciplined Persevering Dedicated Ambition Organised	Determined Confidence Reliability Self-assured Responsibility

*This list is non-exhaustive, and certain skills, attributes and behaviours may apply only to specific roles or commitments. These should be considered on a case by case basis according to the specific engagements and individuals and accompanied by an explanation of how they have been gained and demonstrated in order to truly impact employability.