

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Sport		
Programme Title	BSc (Hons) Sports Coaching		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Sports Coaching		
Default Award Title	None		
Interim Award Titles	BSc Sport Coaching Dip HE Sports Coaching Cert HE Sports Coaching Certificate Sports Studies		
Mode(s) of Study	Full time, part time		
Codes	UCAS: C600	JACS: C600	
	UNIT-e: BSHSSPCX	HESA:	
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	V3.1 31 August 2018	Valid from	V3.1 01 September 2018
Amendment Approval Date	V4- 12 th September 2018	Amended with effect from	V4 01 September 2019
Version	4		
Review Due By	1 September 2024		

Part 2: Educational Aims of the Programme

The programme seeks to underpin the institution's principle that the graduates not only serve the sports coaching industry, but also aid in the development of that industry. The programme seeks to challenge current processes and practices and explore new concepts. It is important that the student is encouraged to adopt a critical approach and challenge orthodox thinking about sports coaching and teaching related concepts. Students will be encouraged to think creatively, solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is in the context of the sports industry, reflecting ongoing developments in the coaching profession.

Not only should the student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme has been designed to enable them to develop self-confidence. Student centred learning has been employed which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students are encouraged to be well read to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

1. Creative and analytical thinking arising from an intellectual understanding of sport coaching and related literature.
2. Personal qualities and interpersonal skills necessary for successful engagement in the sports coaching and teaching industries.
3. Knowledge and understanding of research based and evidence based practice within the sports coaching industry.
4. A wide range of practical and technical skills and able to contextualise in the delivery of a variety of sports coaching programmes.
5. Ethical awareness arising from an understanding of the sports coaching industry and associated stakeholders.
6. Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the sports industry.
7. An expansive range of transferrable skills, equipping students/graduates to flourish across a range of disciplines and industries.
8. Self-confidence to contribute to local, national and/or international society through the development of lifelong learning skills.
9. Well-developed planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in sport related occupations, through engagement within their coaching portfolios.
10. Establish and maintain relationships between sports coaching graduates, both professionally and legally, with the public, other sports practitioners and personnel in allied industries.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

A BSc (Hons) Sports Coaching graduate must have completed an individualised three year learning portfolio evidencing their theoretical understanding and practical application of core coaching skills and their related legal and ethical standards. Portfolio work will include a range of work contexts including educational institutions, sport development projects and community based initiatives.

Graduates will have developed a personal coaching philosophy grounded in the core concerns of reflection upon both practice and 'self', contextual sensitivity to the needs of distinct athlete populations, notably children and young people, and awareness of the scientific underpinning of sports performance. Graduates will have experienced 'work-like' responsibilities e.g. mentoring colleagues and liaison with external sport related agencies to design, execute and appraise coaching projects significant in their scope, resource needs and the associated demands placed upon coach awareness, initiative and team-working skills. These projects will be partnered with, and balanced by, a dissertation where the graduate demonstrated key academic skills whilst investigating a self-chosen area of coaching practice research.

Part 3: Programme Structure for : BSc (Hons) Sports Coaching

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 award requirements that are additional to the regulatory credit requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
	Foundation Year	Foundation Skills Development (HANV8A-30-3) Academic Skills in Practice (HANV8B-30-3) Reviewing Literature (HANV8C-15-3) Foundation Biological Principles (HANV8E-30-3) Foundation Sports Science (HANV8F-15-3)	Not applicable.	<p>Please note that those students entering on the Foundation Year must satisfy the additional credit requirements (as appropriate) for the following awards:</p> <p><u>Cert Sport Studies</u></p> <p><u>Cert HE Sport Coaching</u> Requirements: This must include Coaching Practice Portfolio - Coaching Theory.</p> <p><u>Dip HE Sport Coaching</u> Requirements: This must include Coaching Practice Portfolio (Coaching Theory) & Coaching Practice Portfolio (Coaching Pedagogy).</p> <p><u>BSc Sport Coaching</u> Requirements: This must include Coaching Practice Portfolio (Coaching Theory), Coaching Practice Portfolio (Coaching Pedagogy) & Coaching Practice Portfolio (Reflective Coaching).</p> <p><u>BSc (Hons) Sport Coaching</u> Requirements: This must include all compulsory and core modules.</p>
	Year 1	Coaching Practice Portfolio – Coaching Theory (HSPXL4-30-4) Academic Skills for Sport (HSPXKY-15-4) Introduction to Sport and Exercise Psychology (HSPXLE-15-4) Sport Development and Leadership (HSPXM5-15-4) Introduction to Exercise Physiology (HSPXL7-15-4) Skill Acquisition (HSPXM4-15-4) Comparative Sports Study (HSPXL5-15-4)	Not applicable.	
	Year 2	Coaching Practice Portfolio – Coaching Pedagogy (HSPXRS-30-5) Coaching Children (HSPXRT-15-5) Undergraduate Research Process (HANXU5-15-5)	<p>Students are normally required to select 60 credits from the optional year 2 modules listed below:</p> <p>New Venture Creation (HSPXTX15-5) Fitness Training and Testing (HSPXRU-15-5) Sport Psychology (HSPXRV-15-5) Sports Leadership (HSPXRW-15-5) Independent Report (HSPXRX-15-5) The Reflective Coach (HSPXRY-15-5) Study Trip (HSPXS6-15-5) International Academic Study Portfolio (HANXRP-15-5) International Academic Study Project (HAN-XRQ-30-5) International Academic Study Extended Project (HANXRR-45-5)</p>	
	Year 3	Undergraduate Dissertation (HANV3R-45-6) Coaching Practice Portfolio – Reflective Coaching (HSPV3U-30-6)	<p>Students are normally required to select 45 credits from the optional year 3 modules listed below:</p> <p>Sport Science for Coaches (HSPV4B-15-6) Performance Analysis (HSPV45-15-6) Contemporary Issues in Sports Education (HSPV3V-15-6) Sport Psychology in Action (HSPV4A-15-6) Sport and Social Media (HSPV43-15-6)</p>	

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:		Coaching Practice Portfolio – Coaching Theory						Coaching Practice Portfolio – Coaching Pedagogy						Undergraduate Research Process						Undergraduate Dissertation						Coaching Practice Portfolio – Reflective Coaching					
		Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training and Testing	Sport Psychology	Sports Leadership	Independent Report	The Reflective Coach	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Sport Science for Coaches	Performance Analysis	Contemporary Issues in Sports Education	Sport Psychology in Action	Sport and Social Media						
A) Knowledge and understanding of:																															
1	Understanding of fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of contexts	✓		✓		✓		✓	✓					✓		✓	✓	✓	✓	✓		✓	✓		✓						
2	In addition to generic coaching skills, demonstrates knowledge of technical and tactical principles of a range of sports/game types	✓		✓		✓		✓	✓				✓				✓	✓	✓		✓	✓		✓							
3	Develop transferable knowledge and skills which reflect academic developments in the sports/coaching/teaching industries and current best practice including effective communication of information, arguments and analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
4	Understanding of moral, ethical and sociological issues within sports coaching	✓		✓				✓	✓	✓			✓				✓	✓	✓		✓	✓		✓	✓						
5	Develop knowledge of contemporary issues within sports coaching, including sport policy, governance and commercial aspects of the coaching industry	✓		✓		✓	✓							✓			✓	✓	✓	✓	✓	✓		✓	✓						
6	Knowledge of the role of the coach within sports organisations from elite sports clubs, national governing bodies and local authorities, constructing sports partnerships and managing/deploying staff	✓		✓				✓					✓				✓	✓	✓		✓		✓								
B) Intellectual Skills																															
1	Appraisal and evaluation of key issues in sports development with core knowledge of the sports and teaching industries			✓		✓		✓	✓			✓	✓			✓	✓	✓	✓		✓			✓							
2	Synthesise areas of sports science such as performance (notational) analysis and sports psychology to inform coaching practice and develop underpinning knowledge		✓		✓	✓		✓	✓		✓	✓					✓	✓	✓			✓		✓							

3	Undertake critical reflection of own practice, forming coaching beliefs and values, whilst analysing and mentoring peers as part of a programme facing community of practice	✓						✓	✓							✓	✓	✓	✓	✓		✓		✓	✓
4	Applied understanding of athlete management with humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders	✓						✓	✓							✓	✓	✓	✓			✓	✓	✓	✓
(C) Subject/Professional/Practical Skills																									
1	Development of core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations	✓				✓		✓	✓								✓	✓	✓	✓		✓		✓	
2	Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning	✓		✓		✓	✓	✓	✓		✓	✓										✓		✓	
3	Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts	✓		✓			✓	✓	✓	✓		✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
4	Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of ages and ability levels across groups and individual performers	✓	✓		✓			✓	✓		✓					✓	✓	✓	✓	✓		✓	✓		✓
5	Plan, organise and deliver coaching sessions for children, youth athletes and adults as well as peers	✓						✓	✓													✓			
6	Manage, motivate and mentor near-peer student coaches in a range of contexts both on site and in the community	✓					✓	✓	✓													✓			✓
(D) Transferable skills and other attributes																									
1	Development of undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Engagement in academic enquiry, advanced research skills including qualitative and quantitative analyses and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Critically appraise current practice and literature, synthesising information from a range of sources; undertake systematic rigorous research to underpin discipline specific best practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Professional and graduate skills enhanced through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours in the foundation and first years of the programme and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Sports Coaching programme teaching is a mix of scheduled and independent learning.

Staff understand that people learn through a variety of styles, therefore a range of methods are used including but not limited to lectures, practical coaching sessions` within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and business proposals.

Scheduled Learning

May include, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Virtual Learning Environment (VLE)

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

International Academic Study

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established institutions partners or by individual arrangement. All periods of study abroad would have to meet the institutions requirements before enrolment on the International Academic Study opportunity modules.

Careers

To support learner's career preparations, careers personnel visit the institution on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

The programme and module learning outcomes are mapped directly to deployment and employability standards described by National Occupational Standards. Furthermore, the design of the programme has been matched to current professional Governing Bodies and the Sport Coach UK (SCUK) Framework. For example, in line with the UK Coaching Framework the assessment demands of each practical module and the reflective portfolios that surround them will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

The BSc (Hons) Sport Coaching directly addresses employer and industry needs with modules facing deployability standards (for example practical work and health and safety) as well as key theoretical material (not least a focus on pedagogy and the distinct learning needs of children in a practical environment).

All staff contributing to the programme has significant experience in professional activity closely related to coach education in a variety of contexts. Several modules relate directly to staff research agendas and this will no doubt provide for current content and informed delivery across the full range of topic areas. The programme invests heavily in providing significant practical experience in a range of authentic coaching environments and this real world experience and the practitioner skills and awareness it develops will always interest potential employers. Similarly the balance of theory and applied work across the programme provide a course experience directed to appreciating work place 'skills in' coaching rather than only detached 'knowledge of' its theoretical base.

The introduction and continuing process of portfolio based work is in line with future directions of coach education practice across the industry. The amount of practical coaching demanded by the programme is completely in line with current industry thinking and demands from employers and coach education as a whole. As such the course focuses on student self-improvement through better supported networks that enable them to deal with diverse coaching cultures; this inevitably will contribute towards a more appropriately qualified coach. Which, although not perhaps part of the programme specifications themselves the department's commitment to finding added value for the students in terms of coaching awards, collaborations with practising coaches and off-site visits is an important part of the provision and enhancement of individual coach education.

Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory and the training facilities (power gym, cardiovascular gym, rubber crumb, squash court, tennis court and sports pitches) within the institutions Academy of Sport are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include performance and notational analysis software, rehabilitation suite and use of audio-visual equipment. Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between the institution and an approved International Institution for BSc (Hons) Sports Coaching.

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpurv.ac.uk>

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application. Students will be assessed within a variety of coaching practical domains e.g. peer coaching and coaching children to suit industry requirements.

A key feature of the BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for BSc (Hons) Sports Coaching

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Foundation Year	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)		B (75)		
	Reviewing Literature							(A100)			
	Foundation Biological Principles				A (50)						B (50)
	Foundation Sports Science			B (50)			A (50)				
Compulsory Modules Level 4	Coaching Practice Portfolio – Coaching Theory				A (50)		B (50)				B (P/F)
	Academic Skills for Sport						A (100)				
	Introduction to Sport and Exercise Psychology	A (50)						B (50)			
	Sport Development and Leadership						A (100)				
	Introduction to Exercise Physiology	A (100)									
	Skill Acquisition		A (100)								
	Comparative Sports Study						A (25)		B (75)		
Compulsory Modules Level 5	Coaching Practice Portfolio – Coaching Pedagogy				A (40)						B (60)
	Coaching Children					A (100)					
	Undergraduate Research Process							A (100)			
Optional Modules Level 5	New Venture Creation						A (100) G				
	Fitness Training and Testing	A (50)			B (50)						
	Sport Psychology										A (100)
	Sports Leadership										A (100)

	Independent Report		A (25)						B (75)		
	The Reflective Coach						A (25)	B (75)			
	Study Trip						A (100) G				
	International Academic Study Portfolio									A (100)	
	International Academic Study Project						A (25)			B (75)	
	International Academic Study Extended Project						A (25)			B (75)	
Compulsory Modules Level 6	Undergraduate Dissertation									A(100)	
	Coaching Practice Portfolio – Reflective Coaching						A(50)				B(50)
Optional Modules Level 6	Sport Science for Coaches		A(100)								
	Performance Analysis						A(100)				
	Contemporary Issues in Sports Education						A(50)		B(50)		
	Sport Psychology in Action							A (100)			
	Sport and Social Media							B (50)	A (50)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in

different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Staff research projects:

The proposed modules for the BSc (Hons) Sports Coaching programme are based on well-established teaching areas within the institution. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction and staff/student feedback:

Various Vocational Panel meetings have been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

Mock Validation

Field of Sports Coaching and Sports Science Vocational Panel

Undergraduate Sports Staff Student Liaison Group Meetings

Programme Development Team Meetings

External and Internal Industry Professionals Consultations

Market Impact Assessment

Sport Coach UK Framework

PSRB requirements and occupational standards

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

Sports Coach UK Framework

Developed in line with the Sports Coach UK Framework (embedding excellent coaching practice).

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Feedback from a variety of stakeholders was sought. These included professionals and employers within the industry, academic leaders, current and past staff and students. It was felt by all that the programme, its aims, the combination of modules, the different themes running through the levels of study and the assessment strategy were very relevant to the current needs of the industry and would provide the graduates with a realistic chance to gain employment.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the Institution's website.

Programme Amendment Log

Programme Title:	BSc (Hons) Sports Coaching
Programme Code:	C600/BSHSSPCX
Initial Approval Date:	01 September 2017
Approved by:	Hartpury Curriculum Validation Committee
Approved until:	01 September 2024
Original version number:	V1.0

Changes:

Version 4

Rationale:	
Material Alteration:	Yes and Course Information Sheet amended appropriately: Not required
Outline Change Details:	Addition of foundation year.
Change requested by:	Sarah Lee
CVC approval date:	12 th September 2018
Change approved with effect from:	01 September 2019
New version number:	4

Version 3.1

Rationale:	After the successful application for University Title, amendments were required.
Material Alteration:	Yes and Course Information Sheet amended appropriately: Not required
Outline Change Details:	1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Subject Benchmark Statements updated where required.
Change requested by:	Academic Registrar
CVC approval date:	31 August 2018
Change approved with effect from:	01 September 2018
New version number:	3.1

Version 2.1 (2018) **Periodic Curriculum Review**

Outline Change Details:	Update of valid to/from dates.
Rationale:	The Sport Periodic Curriculum Review (PCR) on 2 nd May 2018 confirmed revalidation of the programme.
Change requested by:	PCR 02 May 2018
PCR approval date:	02 May 2018
Change approved with effect from:	01 September 2018

Version v1.1 (2018)

Rationale:	The development of this programme has occurred following the recent sport business management PCR and the associated outcomes to review the current curriculum (subject areas, assessment and trips). The module name change to Sport and Social Media to focus on the emerging depth of research and practical application within the subject area (e.g. promotion, user generated content, commercial impacts, customer communities, fan engagement, personal branding)
Material Alteration:	No
Outline Change Details:	Title change to: HSPV43-15-6 Media, Technology & Communication in Sport to Sport and Social Media
Change requested by:	Michael Green
CVC approval date:	01 March 2018
Change approved with effect from:	01 September 2018
New version number:	V1.1