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 Studies (Level 6 entry)
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Sports Studies
Default Award Title	None
Interim Award Titles	BSc Sports Studies
Mode(s) of Study	FT / PT
Codes	**UCAS:** C603 **JACS:** C600 **UNIT-e:** BSHSSSXX **HESA:**
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism
Last Major Approval Date	V1.1- 1 September 2017 V2.1- 02 May 2018 V3.1- 31 August 2018 **Valid from** V3.2- 1 September 2018 (2018 intake)
Amendment Approval Date	V3.2 – 22 October 2018 **Amended with effect from** 1 September 2018
Version	3.2
Review Due By	1 September 2024

Part 2: Educational Aims of the Programme

This programme aims to:

- Recognise the diversity of prior learning opportunities experienced by programme entrants through evaluation of appropriate entrance pathways and offer guidance on module choice dependant on individual prior experience;
- Develop at honours degree level, transferable knowledge and skills which reflect academic developments in the sports industry and current best practice in enhancing the experience of sports participation;
- Develop capability in the exploration, analysis and evaluation of sports-based issues and concepts including contextual awareness of ethical and environmental issues;
- Provide students with the opportunity to unify conceptual and analytical frameworks with practice through a variety of contexts appropriate to the sports industry;
- Assist students in achieving personal development and competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement;
- Encourage continuing academic and professional development to equip students to become life-long learners;
- Produce graduates with a strong academic and vocational background and who are competent in applying relevant techniques to meet the needs of various clients within the sports industry.

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

The BSc (Hons) Sport Studies programme recognises the interdisciplinary nature of the sports industry. For this reason, the programme is designed to allow students to develop at honours degree level in a specific sports industry area. Throughout the programme, students are exposed to a variety of learning methods and types of assessments and the programme is designed specifically to allow students to explore and critically evaluate sports industry practice in an area specific to their key career aims and thereby develop skills to be a successful sports graduate.

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

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**, including:
- level and credit requirements
- award requirements that are in addition to those described in the Hartpury Academic Regulations
- module diet, including compulsory, core and optional modules

		Compulsory Modules	**Optional Modules**	**Awards**
	Year 3	Applied Research Project (HANV3S-30-6) Investigative Skills for the successful undergraduate (HANV4Y-15-6) Professional Development in Sport (HSPV46-30-6)	Students normally required to select 45 credits from the optional year 3 modules listed below; Sports Sponsorship and Brand Development (HSPV53-15-6) Sport and Social Media (HSPV43-15-6) Performance Analysis (HSPV45-15-6) Contemporary Practice in Sports Conditioning (HSPV3W-15-6) Sport Science for Coaches (HSPV4B-15-6) Contemporary Issues in Sports Education (HSPV3V-15-6) Special Populations (HSPV55-15-6) Sport Psychology in Action (HSPV4A-15-6) Injury Prevention and Rehabilitation (HSPV3X-15-6) Sports Injury Assessment (HSPV4D-15-6) Project Management in Action (HSPV48-15-6)	BSc Sports Studies BSc (Hons) Sports Studies Must include all compulsory modules.

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

A part time option for students allows them to combine modules which suits their requirements. These requirements may include time restraints such as working, family commitments and logistical concerns. Any combination of modules (apart from modules which have prerequisites) can be taken.

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:	Applied Research Project	Professional Development in Sport	Investigative skills for the successful undergraduate	Injury Prevention and Rehabilitation	Sports Sponsorship and Brand Development	Sport and Social Media	Performance Analysis	Contemporary Practice in Sports Conditioning	Sport Science for Coaches	Contemporary issues in Sports Education	Special Populations	Sports Injury Assessment	Sport Psychology in Action	Project Management in Action
A) Knowledge and understanding of:														
The concepts, principles, guidelines and issues related to practising in the sports industry		√		√	√	√	√	√	√	√	√	√	√	√
The current technical language and practices within the chosen areas of study appertaining to the sports industry	√	√		√	√	√	√	√	√	√	√	√	√	
The social, economic and political contexts of the sports industry		√			√	√		√	√	√	√			√
Processes that guide the development of an independent piece of research	√	√	√											
The interdisciplinary nature of sport science support mechanisms and the wider support team		√		√			√	√	√			√	√	
(B) Intellectual Skills														
Demonstrate critical reasoning analysis and analytical ability within the chosen areas of study appertaining to the sports industry	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Evaluate and apply theoretical concepts in a work-related context			√	√	√	√	√	√	√	√		√	√	
Apply problem solving techniques in a work related context		√	√	√	√	√	√	√	√	√		√	√	√
Synthesise data/information and interpret research findings within the chosen areas of study appertaining to the sports industry	√	√	√	√	√	√	√	√	√	√	√	√	√	
Demonstrate the planning, execution and reporting of original work	√	√	√											√
(C) Subject/Professional/Practical Skills														
Demonstrate an ability to use relevant theories and concepts in practical situations		√		√			√	√					√	√
Demonstrate an ability to produce work of graduate standard	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Use relevant methodologies to support the production of original work	√	√	√											√
Identify and evaluate the impact of ethical constraints on the skills and techniques used within the sports industry	√	√					√		√			√		
(D) Transferable skills and other attributes														
Independently plan, conduct and report a programme of original research	√		√											√
Communicate effectively in formal and non-formal scenarios using a variety of means	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Demonstrate proficiency in the use of information technology	√	√	√		√	√	√	√	√	√	√			√
Manage time and workload	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Demonstrate work-related skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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 year one 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.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

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

Description of the teaching resources provided for students

It is of paramount importance that the institutions student feels supported through their educational journal which dictates the existence of a comprehensive framework of supporting documentation. Alongside the institutions documentation that indicates the institutions regulations and procedures, students receive a student planner from the institution which introduces 'student life at the institution and 'academic life at the institution along with an academic year diary for the students' use.

A programme handbook detailing the programme aims and an overview of the programme, programme team biographies, the assessment schedule, guidelines for written work (institution wide), citations and references, assessment offences and study/examination preparation are also provided to all students. In support of this, students receive a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor and the component B assessment brief.

The Virtual Learning Environment (VLE) is an electronic resource accessible remotely which is administered by the programme and module teams, providing students with access to academic materials relevant to their active modules and programmes and has the capability to be used as an online test of knowledge for students through the various online testing functions embedded into its infrastructure, alongside having discussion forum capabilities. Students can be kept up to date with information via the notice board areas on the VLE or via the SMS text service which the institution has engaged with.

Students are also strongly encouraged to engage in two face-to-face tutorials with their allocated personal tutor per semester of study which serves to support their academic development. Student advisors are also in place as an additional recognition of the demands placed on students who provide support in other factors that might impinge on the academic journey alongside the institutions Welfare Officer and the counselling service which is provided by student services.

The learning and teaching strategy of the institution provides the opportunity for students to engage in a number of different learning environments: It is understood that people learn through different means, so a range of methods are used including but not limited to lectures, debates, laboratory (practical and computer based) sessions, practical application forums, work placements (including working within the local community to support ongoing sports initiatives)

and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises in order that students experience a range of opportunities in which they may excel from written assignments and written examinations through to coaching and clinical based competency assessments.

The institution library service is very supportive of the academic disciplines within the Field of Sports Science and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to the subject. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students' academic journey.

Description of any Distinctive Features

The BSc (Hons) Sport Studies programme provides graduates of sport-related Foundation Degrees or HNDs with the opportunity to gain an Honours degree level qualification in one year. Students from a range of backgrounds are invited to join the programme.

The programme ensures that students will gain appropriate Honours degree research skills by engaging in the 30 credit Applied Research Project module and a Professional Development module alongside a range of modules which can be tailored from the Field of Sports Science catalogue to guide study in a direction of interest to the student. Compulsory modules are in place to ensure that students have a conceptual understanding of how they will fit into the sports industry as practitioners, with option modules allowing students to tailor their degree towards a discipline of interest to them. The map allows for 90 credits to be tailored to the students' area of interest. All modules of study are supported by a range of facilities such as the Human Performance Laboratory and the training facilities (power gym, cardiovascular gym, rubber crumb and sports pitches) within the institutions Academy of Sport.

Students can engage in athlete testing and reporting which is a key element to the way in which any professional will strive towards improving absolute performance levels or they may choose the management based modules which will provide knowledge and experiences to support the next generation of facility managers. Work-related learning is key to many modules and the experience is overseen by the teaching staff who have themselves worked at the cutting edge of the sports industry in their area of specialism, whether this be in sport psychology, sports therapy, sports conditioning or sports coaching and education.

Part 6: Assessment

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

Assessment Strategy

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

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with industry expectations. Assessment is a key part of learning, not least because of the valuable feedback it provides for students and tutors. Students are assessed in a variety of ways, including practical assessments, coursework, written and practical examinations and oral presentations. Students develop and practice many transferable and specific skills for working within the sports industry. Assessment completed may vary for each student depending on module choices.

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 Studies

		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 Level 6	Applied Research Project								A (100)		
	Professional Development in Sport										A (100)
	Investigative skills for the successful undergraduate			A (50)					B (50)		
Optional Modules Level 6	Sports Sponsorship and Brand Development						A (100)				
	Sport and Social Media							B (50)	A (50)		
	Sports Injury Assessment						A (100)				
	Performance Analysis						A (100)				
	Contemporary Practice in Sports Conditioning										A (100)
	Sport Science for Coaches		A (100)								
	Contemporary issues in Sports Education						A (50)		B (50)		
	Special Populations		A (100)								
	Sport Psychology in Action							A (100)			
	Injury Prevention and Rehabilitation						A (50)	B (50)			
	Project Management in Action						A (100)				

*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:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

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 this programme are based on well-established teaching areas within the institution. These modules will be taught by staff who are either research or consultancy

Part 8: Reference Points and Benchmarks

active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction and staff/student feedback:
Consultation has 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:
Undergraduate Sports Staff Student Liaison Groups.
Programme Development Team Meetings.

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.

Undergraduate Sports Staff Student Liaison Groups.
Programme Development Team

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 Studies
Programme Code:	C603/BSHSSSXX
Initial Approval Date:	01 September 2017
Approved by:	Hartpury Curriculum Validation Committee
Approved until:	01 September 2024
Original version number:	V1.1

Changes:

Version 3.2

Rationale: Typographical correction to Part 3	
Material Alteration: No **Course Information Sheet amended appropriately:** Not required	
Outline Change Details: Part 3: amendment of text of the programme map in line with updated template	
Change requested by:	Academic Registrar
CVC approval date:	22 October 2018
Change approved with effect from:	22 October 2018
New version number:	3.2

Version 3.1

Rationale: After the successful application for University Title, amendments were required to all specifications.	
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.	
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+ intake) Periodic Curriculum Review

Outline Change Details: Update of valid to/from dates.	
Rationale: The Sport Periodic Curriculum Review (PCR) on 2nd 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

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:

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

Title change to:
HSPV43-15-6 Media, Technology & Communication in Sport to Sport and Social Media

Change requested by:
Michael Green