

## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Sport		
<b>Programme Title</b>	FdSc Sport Performance and Coaching		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	FdSc Sport Performance and Coaching		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	Certificate in Sports Studies Certificate of Higher Education in Sports Studies		
<b>Mode(s) of Study</b>	Full Time / Part Time		
<b>Codes</b>	<b>UCAS:</b> C607	<b>UNIT-e:</b> FDSSSPXX	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Last Major Approval Date</b>	V1.0 - 01 Sept 2017 V4.0 – 27 February 2019	<b>Due for re-validation by:</b>	01 September 2025
<b>Amendment Approval Date</b>	V2.0 - 02 May 2018 V3.0 - 31 August 2018 V4.0 – 27 February 2019	<b>Amended with effect from</b>	V3.0 – 01 Sept 2018 V4.0 – 01 Sept 2019
<b>Version</b>	4.0		

## **Part 2: Educational Aims of the Programme**

The programme seeks to underpin the institutions principle that the graduates not only serve the applied industry, but also aid in the development of that industry. The programme seeks to support the institutions ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the institutions student is encouraged to challenge orthodox thinking about sports performance related concepts. Students will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the sports industry and the recent changes therein.

Not only should the institutions 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 have 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 being the application of the subject in a practical context. Students are encouraged to be well read within their subject and beyond 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. Knowledge and critical understanding of the well-established principles in the field of sport and the historical development of those principles.
2. The ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work-based context.
3. Knowledge of the main methods of enquiry in sport and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work-based context.
4. An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in sport performance and coaching and in a work-based context.
5. A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
6. Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
7. Appropriate vocational skills, knowledge and understanding which will enable the student to be competent to relevant industry standards and immediately effective.
8. To emphasise the importance of the relationships between sport performance and coaching graduates, both professionally and legally, and with the public, other sports practitioners and personnel in allied industries.

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

FdSc Sport Performance and Coaching graduates have the critical knowledge, skills and insight regarding performance environments to successfully enhance the performance of clients and organisations. Through engaging in a compulsory placement, graduates understand the importance of reflection and be able to adapt to the sport industry. Graduates have the knowledge and skills to pursue Level 6 study in related sport disciplines such as sport science and coaching.

### Part 3: Programme Structure for : FdSc Sport Performance and 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 in addition to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory and optional modules

		Compulsory Modules	Optional Modules	Awards
	Year 1	HSPXL7-15-4 Introduction to Exercise Physiology  HSPXL8-30-4 Introduction to Functional Anatomy and Sports Biomechanics  HSPXLE-15-4 Introduction to Sport and Exercise Psychology  HSPXLY-30-4 Learning in the Performance Environment  HSPVC4-30-4 The Sport and Exercise Professional	Not Applicable.	<u>Cert Sport Studies</u>  <u>Cert HE Sport Studies</u>  <u>FdSc Sport Performance and Coaching</u> Must include Learning in the Performance Environment, Developing the Performance Environment and Pedagogy in Action.
	Year 2	HSPXSG-30-5 Developing the Performance Environment  HSPVA3-15-5 Pedagogy in Action  HSPV5Y-30-5 The Sport and Exercise Scientist	Students are normally required to select 45 credits from the optional modules listed below:  HSPV5X-15-5 Applied Biomechanics in Sport  HSPVC5-15-5 Applied Performance Analysis  HSPXRT-15-5 Coaching Children  HSPXS5-15-5 Health Related Exercise  HANXRX-15-5 Independent Report  HSPXTX-15-5 New Venture Creation  HSPXRV-15-5 Sport Psychology  HSPXS9-15-5 Sports Nutrition  HSPXS6-15-5 Study Trip  HSPV9S-15-5 The Inclusive Practitioner  HSPV6J-15-5 Youth Physical Development	

**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:	Learning in the Performance Environment	The Sport and Exercise Professional	Introduction to Functional Anatomy and Sports Biomechanics	Introduction to Sport and Exercise Psychology	Introduction to Exercise Physiology	Developing the Performance Environment	The Sport and Exercise Scientist	Pedagogy in Action	Coaching Children	Youth Physical Development	Applied Performance Analysis	New Venture Creation	The Inclusive Practitioners	Sports Nutrition	Health Related Exercise	Applied Biomechanics in Sport	Sport Psychology	Study Trip	Independent Report
<b>A) Knowledge and understanding:</b>																			
1 The theoretical basis of sports science principles underpinning the practical implementation of coaching to facilitate the intellectual context of the Foundation degree.	√	√	√	√			√	√	√	√			√	√	√	√	√		
2 The relative contribution of academic, work-based and work-related learning knowledge in developing competency in the sport performance and coaching industries /professional/practical skills required to gain employment in the relevant industry.	√	√				√	√	√	√		√							√	
3 The principles which relate theory to practice in industry, sports science and related wider subject disciplines which inform that industry.	√	√				√	√	√	√	√	√	√	√	√	√	√	√	√	√
4 Current developments in the sport industry and related disciplines which would combine to support continuing best practice.	√	√				√	√	√	√			√							
5 How sports science disciplines interact to improve performance		√					√			√			√		√	√			
<b>B) Intellectual Skills</b>																			
1 Demonstrate an ability to engage in academic enquiry and identify key themes from written work and oral presentations relating to the sport specific industry and the related wider subject disciplines which inform that industry.	√	√				√	√	√	√	√	√	√	√	√	√	√	√	√	√
2 Accurately apply given tools/strategies to the sport industry through work-based learning, reflect on those actions and draw appropriate conclusions on their effectiveness.	√					√			√										
3 Evaluate and challenge knowledge, concepts and evidence of practice from a range of sources to present coherent arguments, applying theory to practice.				√	√			√	√	√	√		√	√	√	√	√		√
4 Reflect on decisions made and be able to propose alternative and appropriate courses of action in advancing the sports industry.	√	√				√	√	√	√				√					√	√
5 Promote equality to individuals by adopting a sound ethical framework which guides personal operating practice.		√					√	√	√	√			√	√	√		√		√
6 Adopt a multi-disciplinary and inter-disciplinary approach to study.	√	√		√	√	√	√	√	√	√	√		√	√	√	√	√	√	√

<b>(C) Subject/Professional/Practical Skills</b>																							
1 Develop personal attributes including (but not limited to) flexibility, creativity, self-reliance, adaptability, interpersonal communication and leadership qualities.	√	√				√	√	√	√														
2 Take responsibility for their own learning and gain vocationally relevant qualifications where necessary.	√	√				√	√	√	√														
3 Demonstrate readiness for entry into the sport industry by displaying appropriate service delivery skills and competency within relevant industry standards.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4 Plan, design, implement and evaluate effective programmes of intervention for the sports industry.	√					√		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
5 Adapt to the changing demands of the Sport Performance industry by considering current research and codes of conduct in developing personal philosophies whilst engaging in work-based learning.	√					√			√														
6 Develop a reflective philosophy when analysing personal effectiveness.	√	√				√	√	√	√														
7 The purpose and relevance of IT applications to the modern sports performance and coaching practitioner.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
8 Evidence continued professional development activities	√	√				√	√																
<b>(D) Transferable skills and other attributes</b>																							
1 Select and implement subject specific techniques and tools for effective practice within the sport industry.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2 Be responsible for personal management of learning and reflection on personal effectiveness.	√	√				√	√	√	√				√										√
3 Recognise the needs, priorities and goals of learning and practice.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4 Demonstrate an ability to manage time effectively.	√	√				√	√	√	√													√	√
5 Demonstrate appropriate IT skills.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6 Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel including clients, peers, colleagues and managers.	√	√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
7 Transfer skills and knowledge across a range of settings.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

## 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 / week 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.

In addition, the FdSc Sport Performance and Coaching programme there is a mix of independent and placement learning.

#### **Scheduled Learning**

May include 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**

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

#### **Placement Learning**

Will include a practice placement. Students will be expected to complete a minimum of 220 hours/6 weeks work placement.

#### **Virtual Learning Environment (VLE)**

This specification 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.

#### **Careers**

To support learner's career preparations, careers personnel are available and the students can access online 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 FdSc Sport Performance and Coaching programme develops knowledge and understanding of leadership, coaching and reflective practice whilst providing the students with an opportunity to apply these skills within a performance environment. The programme includes a balance of work-based and academic study that is intellectually challenging, vocationally relevant and provides a foundation for pursuing a career within the sport industry. An opportunity to apply knowledge and skills is provided during a compulsory work placement, whereby students are required to engage in reflection to encourage development. The flexibility of the Foundation degree allows people already in work to re-engage in higher education whilst making full use of and gaining credit for prior experiential learning within the working environment. The programme has been designed to build on the experiences of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the sports industry.

There has been substantial employer input in the design of the FdSc Sport Performance and Coaching, thus identifying employers' needs and current skills gaps in the sports specific industry. In the Foundation degree programme, academic knowledge and understanding will reinforce and support the development of vocational skills to equip the student with the skills and knowledge

relevant to their employment and to the needs of employers. The Foundation degree also provides a pathway for life-long learning and the opportunity to progress to Honours degree programmes. Ultimately, students are professionally prepared to provide effective service delivery within the industries whether it is on a local, regional, national or international stage.

Distinctive to the institution is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based and laboratory), seminars and debates, industry based visits 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, poster defence and practical application. Research concepts and methods are introduced in year 1 through the delivery of individual modules and then further developed in year 2, thus equipping the student with skills that will enable continued life-long learning in the workplace or in further academic study.

The institution prioritises student support. Key to that support is the tutorial system that complements the study skills sessions operated throughout the institution. The study skill sessions affords students the opportunity to enhance their academic ability through individual and group tutorials with the year 1 provision focusing on the development of academic skills. In year 2 students are assisted with their career choices and development thereof. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the institution Welfare Officer and the onsite counselling service provided by the institution. Assessment offences information and study/examination guidance is also provided to all students.

Learning is also supported electronically by the students having access to the VLE which includes module information regarding assessments, semester schedules, lecture contents and additional reading. Interactive quizzes, questionnaires and personal feedback further develop the knowledge and skills learnt. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the VLE or via the SMS text message service with which the institution has engaged with.

The library service is highly supportive of the academic disciplines within the sports industry field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

#### **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>

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be: Developing the Performance Environment.

#### **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, practical application and completion of a portfolio.

### Assessment Map

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

#### Assessment Map for FdSc Sports Performance

		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
<b>Compulsory Modules Level 4</b>	Learning in the Performance Environment						A (50)				B(50)
	The Sport and Exercise Professional					B (75)	A (25)				
	Introduction to Functional Anatomy and Biomechanics					B (50)	A (50)				
	Introduction to Sport and Exercise Psychology	A (50)						B(50)			
	Introduction to Exercise Physiology	A(100)									
<b>Compulsory Modules Level 5</b>	Developing the Performance Environment						A (25)	B(75)			
	The Sport and Exercise Scientist					B (75)	A (25)				
	Pedagogy in Action										A (100)
<b>Optional Modules Level 5</b>	New Venture Creation						A (100)				
	Sports Nutrition	A (40)						B (60)			
	Coaching Children					A (100)					
	Youth Physical Development						A (100)				
	Applied Performance Analysis					B (60)	A (40)				
	Independent Report		A (25)						B (75)		
	The Inclusive Practitioner						A (50)	B (50)			
	Applied Biomechanics in Sport		A (100)								
	Sport Psychology										A (100)
	Health Related Exercise	A (50)									B (50)
Study Trip							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 Hartpury website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

Applicants must provide evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard.

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 an undergraduate degree programme. Applicants with non-standard entry criteria may be reviewed on an individual basis. This may take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Where appropriate experience or learning has been gained prior to enrolment on the programme, Hartpury will consider applications for advanced entry, e.g. into year two or three of a programme. More details on how to apply for this can be found through the Hartpury website.

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

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

<b>Programme Title:</b>	FdSc Sport Performance
<b>Programme Code:</b>	FDSSSPXX
<b>Initial Approval Date:</b>	01 September 2017
<b>Approved by:</b>	Hartpury Curriculum Validation Committee
<b>Approved until:</b>	01 September 2024
<b>Original version number:</b>	V1.0

**Changes:**

<b>Current version number: 3.0</b>	
<b>Outline Change Details:</b>	
<b>Part 1:</b>	
<ul style="list-style-type: none"> <li>• Programme name change from FdSc Sport Performance to FdSc Sport Performance and Coaching. This amendment has then been filtered through the whole document.</li> <li>• Interim awards renamed from Sport Performance to Sports Studies in line with department changes. This amendment has then been filtered through the whole document.</li> </ul>	
<b>Part 2:</b> HEAR statement updated from:	
<p>It is envisaged that graduates of this programme will have gained the critical knowledge, skills and insight regarding the performance environment to successfully enhance the performance of their players and organisations. Having successfully completed the FdSc Sport Performance the graduate will also have the opportunity to progress on to a related Level 6 Entry programme. Students must pass the compulsory modules Learning in the Performance Environment and Sport Development and Leadership. In combination with optional modules, compulsory modules will provide students with an understanding of leadership and management that is necessary to obtain optimal sports performance. Students have the opportunity to apply knowledge and skills acquired by engaging in a compulsory work placement that is related to the sports industry. Reflection is an important aspect of the work placement, allowing students the opportunity to evaluate and develop when applying their knowledge and skills.</p> <p>To:</p> <p>FdSc Sport Performance and Coaching graduates will have the critical knowledge, skills and insight regarding performance environments and be able to successfully enhance the performance of their players and organisations. Through engaging in a compulsory placement, graduates will understand the importance of reflection and be able to adapt to the sport industry. Graduates will have the knowledge and skills to pursue Level 6 study in related sport disciplines such as sport science and coaching.</p>	
<b>Part 3:</b>	
<b>Modules added:</b>	<b>Modules removed:</b>
Introduction to Functional Anatomy and Biomechanics	Sports Development and Leadership
The Sport and Exercise Professional	Introduction to Sports Coaching
The Sport and Exercise Scientist	Fundamentals of Sport Performance
Pedagogy in Action	Academic Skills for Sport
Coaching Children	Sport Leadership
The Inclusive Practitioner	Undergraduate Research Process
Youth Physical Development	Fitness Training and Testing
Applied Performance Analysis	The Injured Athlete
Applied Biomechanics in Sport	Coaching Pedagogy

**Part 4:**

Programme Learning outcomes added:

**(A) Knowledge and understanding of:**

How sports science disciplines interact to improve performance

**(C) Subject/Professional/Practical Skills**

Evidence continued professional development activities

Learning outcomes amended:

The relative contribution of academic, work-based and work-related learning knowledge in developing competency in the sport performance and coaching industries /professional/practical skills required to gain employment in the relevant industry.

Accurately apply given tools/strategies to the sport industry through work-based learning, reflect on those actions and draw appropriate conclusions on their effectiveness.

Demonstrate readiness for entry into the sport industry by displaying appropriate service delivery skills and competency within relevant industry standards.

The purpose and relevance of IT applications to the modern sports performance and coaching practitioner.

**Part 6:** Assessment map updated to reflect amended module offer.

Distinctive module (Undergraduate Dissertation) added in line with new template

**Part 7:** Wording updated as per the new template

**Part 8:** Deleted

**Material Alteration: Yes and is accompanied by the relevant course information sheets.**

**Rationale:** Changes made in accordance to recommendations made through Sport Periodic Curriculum Review

**Change requested by:** Alice Tocknell

- I can confirm that student representatives have been consulted about this change
- I can confirm that colleagues impacted by this change have been consulted
- I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

**Signature:** 

**Date:** 11.02.19

**Name of Head of Department:** Sarah Lee

I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department

**Signature:** 

**Date:** 13.02.19

**Approval Committee and Date:** CVC 2019 02 27

**Change approved with effect from:** 1 September 2019

**Resulting new version number:** 4.0

**Version 3.0**

**Rationale:** After the successful application for University Title, amendments were required to all specifications.

<b>Material Alteration:</b> Yes and <b>Course Information Sheet amended appropriately:</b> Not required	
<b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (top-up) with (Level 6 entry).	
<b>Change requested by:</b>	Academic Registrar
<b>CVC approval date:</b>	31 August 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	3.0

**Version 2.0 (2016+) Periodic Curriculum Review**

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