

## 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>	BSc (Hons) Physical Education and School Sport		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Physical Education and School Sport		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Physical Education and School Sport BSc Sport Studies Dip HE Sport Studies Cert HE Sport Studies Cert Sport Studies		
<b>Mode(s) of Study</b>	FT / PT		
<b>Codes</b>	<b>UCAS:</b> Year 1: C610 Foundation Year: CF10	<b>UNIT-e:</b> BSHSPESS	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Last Major Approval Date</b>	V6.1 – 31 Aug 2018 V7.0 – 8 Feb 2019	Valid from	V6.1 – 01 Sept 2018 V7.0 – 01 Sept 2019
<b>Amendment Approval Date</b>	V7.0 – 8 Feb 2019	Amended with effect from	V7.0 – 01 Sept 2019
<b>Version</b>	7.0		
<b>Review Due By</b>	1 September 2024		

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

The programme seeks to produce graduates who are conversant with the Physical Education and School Sport (PESS) agenda and underpinning policy framework as well as being able to work effectively to promote PESS in both primary and secondary education settings. Furthermore, in support of the institution's ambitions for its graduates, the programme aims to produce graduates who are able to challenge current PESS practices and processes while also being able to explore new approaches to PESS. Within the programme students will be encouraged to develop critical thinking skills, creativity as practitioners and gain an enhanced underpinning knowledge and understanding in relation to primary and secondary education through PESS frameworks within the industry.

The programme will be delivered by adopting a student-centered learning approach in order to cater for individual needs and enhance the student experience. Students will be encouraged to seek a range of experiences and placement opportunities to develop their self-confidence, knowledge and understanding and explore a variety of potential professional exit routes following graduation (for example, Postgraduate Certificate in Education (PGCE) or school sports development). Students are also encouraged to pursue academic prestige and further reading 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 develop educational strategies across a range of key stages. Thus, the teaching and learning process for this programme aims to enable students to develop:

1. Creative and analytical thinking in relation to specific subject knowledge and an understanding of contemporary curricular issues in the realm of PESS.
2. Interpersonal and transferable skills and qualities to pursue a range of employment opportunities in the PESS industry.
3. An expansive range of practical skills in order to contextualise and analyse theoretical concepts and develop their intellectual ability.
4. The confidence and reflective skills as part of a professional approach to continuous professional development.
5. Knowledge of key policies, ethical awareness and appropriate professional practice standards applicable to the variety of PESS settings.
6. Leadership and collaborative qualities to contribute towards high quality physical education and school sport in a range of professional contexts.

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

BSc (Hons) Physical Education and School Sport graduates will have the knowledge, understanding and practical application required for the delivery of high quality physical education and physical activity. They will have acquired transferable skills from related fields of study and work placement in a vocational setting. Graduates will be able to demonstrate an appreciation of relevant PE and pedagogy and apply this to have a positive impact across the breadth and depth of the National Curriculum. Graduates will therefore be ideal candidates for recruitment onto a Postgraduate Certificate in Education (PGCE) or other teacher training programmes.

**Part 3: Programme Structure for  
BSc (Hons) Physical Education and School Sport**

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

ENTRY		Compulsory Modules	Optional Modules	Awards
	Foundation Year	Reviewing Literature (HANV8C-15-3) Foundation Sports Science (HANV8F-15-3) Foundation Skills Development (HANV8A-30-3) Academic Skills in Practice (HANV8B-30-3) Foundation Biological Principles (HANV8E-30-3)	Not applicable.	<u>Cert Sport Studies</u> <u>Cert HE Sport Studies</u> <u>Dip HE Sport Studies</u> <u>BSc Sport Studies</u> <u>BSc Physical Education and School Sport</u> Must include all compulsory modules except High Performing Teams and Undergraduate Dissertation
	Year 1	Coaching and Teaching Portfolio (Theory) (HSPV9Q-30-4) Curriculum Studies (HSPXS8-30-4) Introduction to Exercise Physiology (HSPXL7-15-4) Introduction to Sport and Exercise Psychology (HSPXLE-15-4) The Sport and Exercise Professional (HSPVC4-30-4)	Not applicable.	<u>BSc (Hons) Physical Education and School Sport</u> Must include all compulsory modules except High Performing Teams.
	Year 2	Coaching Children (HSPXRT-15-5) Pedagogy in Action (HSPVA3-15-5) School Sport Development (HSPXS3-30-5) The Sport and Exercise Scientist (HSPV5Y-30-5)	Students are normally required to select 30 credits from the optional Year 2 modules listed below:  Health Related Exercise (HSPXS5-15-5) Independent Report (HANXRX-15-5) New Venture Creation (HSPXTX-15-5) Study Trip (HSPXS6-15-5) The Inclusive Practitioner (HSPV9S-15-5) Youth Physical Development (HSPV6J-15-5)	
	Year 3	High Performing Teams (HSPVA7-15-6) Professional Development Project (HSPV5C-15-6) Reflective Portfolio (HSPXS7-30-6) Undergraduate Dissertation (HANV3R-45-6)	Students are normally required to select 15 credits from the optional year 3 modules listed below:  Contemporary Issues in Sports Education (HSPV3V-15-6) Special Populations (HSPV55-15-6) Sport and Social Media (HSPV43-15-6)	

**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:	Curriculum Studies	Coaching and Teaching Portfolio (Theory)	The Sport and Exercise Professional	Introduction to Sport and Exercise Psychology	Introduction to exercise physiology	School Sports Development	The Sport and Exercise Scientist	Pedagogy in Action	Coaching Children	Health Related Exercise	New Venture Creation	Independent Report	Youth Physical Development	The Inclusive Practitioner	Study Trip	Reflective Portfolio	Undergraduate Dissertation	Professional Development Project	High Performing Teams	Special Populations	Contemporary Issues in Sports Education	Sport and Social Media
	<b>A) Knowledge and understanding of:</b>																					
1. Understanding of underpinning theoretical concept of physical education, physical activity and school sport.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Demonstrate knowledge and understanding of the purpose and aims of the national curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Develop transferable knowledge and skills which reflect academic developments in education and school sport.	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Understanding of moral, ethical and sociological issues within teaching practice and school sport frameworks.	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓
5. Develop knowledge of contemporary issues within educational governance.	✓	✓				✓	✓	✓					✓			✓	✓	✓		✓		
6. Knowledge of the role of PE and school sport frameworks in schools and the construction of partnership working.	✓	✓				✓	✓	✓								✓	✓	✓			✓	
7. Knowledge and understanding of how sports science disciplines interact to improve performance	✓	✓		✓		✓			✓				✓						✓			

## Part 4: Learning Outcomes of the Programme

(B) Intellectual Skills																				
1. Appraisal and evaluation of key issues in Physical Education and schools sports development with core knowledge of PE, school sport and educational industry.	✓	✓	✓			✓	✓	✓									✓	✓	✓	✓
2. Synthesise areas of sports science such as performance (notational) analysis, health and fitness and sports psychology to inform and enrich PE teaching practice.	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	✓	✓	✓
3. Undertake critical reflection of own practice, linking teaching standards, theoretical concepts to practical application and analyse peers as part of placements and peer assessment opportunities, to mirror educational learning observations within the industry.						✓		✓	✓								✓	✓	✓	✓
4. Applied understanding of behaviour management with a humanistic approach to creating, maintaining and rebuilding relationships with pupils, participants', colleagues, parents and other relevant partners within PE and school sport frameworks.	✓	✓	✓	✓		✓		✓	✓	✓			✓				✓	✓	✓	✓
(C) Subject/Professional/Practical Skills																				
1. Development of core teaching and learning capabilities	✓	✓				✓		✓	✓								✓		✓	✓
2. Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning.	✓	✓	✓		✓	✓	✓	✓	✓			✓					✓		✓	
3. Teaching fundamental movement skills in order to improve physical literacy and develop positive physical activity behaviours and attitudes	✓	✓		✓	✓	✓	✓	✓	✓	✓							✓		✓	✓
4. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts.	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
5. Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of age groups and ability levels across theoretical and practical teaching to groups and individual performers.	✓	✓		✓		✓		✓	✓	✓		✓	✓				✓	✓	✓	✓
6. Plan, organise and deliver theoretical and practical classes to primary and secondary school pupils as well as students' peers on the programme.	✓	✓				✓		✓	✓			✓					✓		✓	✓

## Part 4: Learning Outcomes of the Programme

7. Evidence continued professional development activities	✓	✓				✓									✓	✓				
(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 / 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.

#### 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. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

#### 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.

#### Placement Learning

By the end of the programme the student will benefit by having completed 120 hours of work placement. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency. This experience will have given each student a valuable insight into different aspects of the industry and may have helped formulate ideas of possible careers open to the new graduate.

#### 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.

#### Careers

To support learner's career preparations, the Innovation, Careers and Enterprise Centre (ICE) provides students with the opportunity to develop and work on their personal career preparedness and personal development. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

### Description of any Distinctive Features

The Physical Education and School Sport degree is designed to develop knowledge, understanding and practical application skills within its learners. Content and assessment are designed to prepare students for continued studies and progression on to PGCE or equivalent programmes, in order to for full their career ambitions of becoming a PE teacher.

Situational learning is embedded at all levels through teaching placement to engage with industry, enabling observation of teaching practice and developing high quality teaching skills. This

## **Part 5: Student Learning and Student Support**

approach will provide a balanced vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within teaching and the educational sector.

Teaching and learning strategies are designed to ensure students are given opportunities to apply theory into practice in all areas of the national curriculum and key stage. Students are able to shape and personalise their own individual learning experience and journey throughout the programme in order to match future career aspirations within the Physical Education and Sports sector. This will be achieved through optional module choices and placement opportunities within industry throughout the degree and additional qualifications and certification. Students engage in varied school placements and situational learning environment to encourage the contextualisation of learning and development of effective teaching practice. Students will be exposed to the breadth and depth of the National Curriculum and thus the varying teaching environments such activities are to be delivered in such as the swimming pool and varied outdoor learning spaces. There are a number of additional learning opportunities via extra-curricular activities and CPD opportunities.

The programme is designed to develop and support a can do attitude in graduates, to produce autonomous and determined individuals who question practice and apply the skills they have learnt to propose effective solutions to real-world problems in a professional manner.

Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, outdoor classroom and the training facilities (power gym, cardiovascular gym, tennis court) within the institution's Academy of Sport are fully utilised to support the teaching and learning experience.

## **Part 6: Assessment**

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

### **Assessment Strategy**

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

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with employability standards in relation to PGCE criteria, Newly Qualified Teacher requirements, as well as various roles within the school sports development industry. Placement opportunities are included as part of compulsory modules at each level of the programme (Curriculum Studies at Year 1, School Sports Development at Year 2 and Reflective Portfolio at Year 3). In line with professional development standards these modules will also include assessments based upon work based placements. In this instance, subject specific, professional and practical skills are assessed through reflection on teaching practice, portfolios and practical assignments. In addition, students' learning will be assessed by written assignments, oral presentations, reports related to work based learning, practical examinations and problem-based learning to encourage critical appraisal when linking theoretical concepts into applied practice. See assessment map for further details of where in the programme students' achievement of the programme's learning outcomes will be assessed.



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

**Assessment Map for BSc (Hons) Physical Education and School Sport**

		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 3</b>	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)		B (75)		
	Reviewing Literature							A (100)			
	Foundation Biological Principles				A (50)						B (50)
	Foundation Sports Science			B (50)		A (50)					
<b>Compulsory Modules Level 4</b>	Curriculum Studies						A (50)		B (50)		
	Coaching and Teaching Portfolio (Theory)						A (50)				B (50)
	The Sport and Exercise Professional					B (75)	A (25)				
	Introduction to Sport and Exercise Psychology	A (50)						B (50)			
	Introduction to Exercise Physiology	A (100)									
<b>Compulsory Modules Level 5</b>	Coaching Children					A (100)					
	School Sport Development				B (50)						A (50)
	Pedagogy in Action										A (100)
	The Sport and Exercise Scientist					B (75)	A (25)				
<b>Optional Modules Level 5</b>	Health Related Exercise	A (50)									B (50)
	New Venture Creation						A (100)				
	Independent Report		A (25)					B (75)			
	Study Trip						A (100)				
	Youth Physical Development						A (100)				
	The Inclusive Practitioner						A (50)	B (50)			
<b>Compulsory Modules Level 6</b>	Undergraduate Dissertation									A (100)	
	Professional Development Project				A (100)						
	Reflective Portfolio				B (50)						A (50)
	High Performing Teams		A (100)								

<b>Optional Modules Level 6</b>	Contemporary Issues in Sports Education					A (50)		B (50)		
	Sport and Social Media						B (50)	A (50)		
	Special Populations							A (100)		
*Assessment should be shown in terms of either <b>Written Exams</b> , <b>Practical exams</b> , or <b>Coursework</b> 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>	BSc (Hons) Physical Education and School Sport
<b>Programme Code:</b>	BSHSPESS
<b>Initial Approval Date:</b>	01 September 2017

**Changes:**

<p><b>Current version number:</b> 6.1</p> <p>Outline Change Details:</p> <p><b>Part 1</b> Interim award titles all revised Mode of study: removal of accelerated FT</p> <p><b>Part 2</b> HEAR statement has been revised</p> <p><b>Part 3 (and part 5)</b> Modules updated to reflect new modules created as part of the curriculum updates following the PCR Year 1: removal of Coaching Practice Portfolio, Coaching Theory, Skill Acquisition and Academic Skills for Sport; addition of Coaching and Teaching Portfolio (Theory) and The Sport and Exercise Professional. Year 2 compulsory modules: removal of Coaching Pedagogy, Undergraduate Research Process and The Reflective Coach; addition of The Sport and Exercise Scientist Year 2 optional modules: removal of Fitness Training and Testing; addition of New Venture Creation, Youth Physical Development and The Inclusive Practitioner. Year 3 compulsory modules: addition of High Performing Teams Year 3 optional modules: removal of The Impact of Sports Events, Sport Science for Coaches, and Performance Analysis; addition of Special Populations, and Sport and Social Media</p> <p>Interim award descriptors updated in line with Part 1.</p> <p><b>Part 4</b> Learning Outcomes updated</p> <p>Amendment of A2 from- Demonstrate knowledge of technical and tactical principles of a range of activities. Replaced with Develop knowledge and understanding of the purpose and aims of the national curriculum Addition of A7</p> <p>B3 amendment to include Undertake critical reflection of own practice, adding linking teaching standards as this is core to their reflective practice and therefore not map to level 4</p> <p>Additional learning outcome C3: Teaching fundamental movement skills in order to improve physical literacy and develop positive physical activity behaviours and attitudes</p> <p><b>Part 5</b> 120 placement hours minimum, reduced from 200 Addition of text: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, outdoor classroom and the training facilities (power gym, cardiovascular gym, tennis court) within the institutions Academy of Sport are fully utilised to support the teaching and learning experience.</p>
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Students engage in varied school placements and situational learning environment to encourage the contextualisation of learning and development of effective teaching practice. Students will be exposed to the breadth and depth of the National Curriculum and thus the varying teaching environments such activities are to be delivered in such as the swimming pool and varied outdoor learning spaces. There are a number of additional learning opportunities via extra-curricular activities and CPD opportunities.

To replace:

Placement opportunities are within a range school setting as well as school club links and NGB's.

Assessment directly align to the DfE teaching standards frame work.

**Part 6**

Modules updated to reflect changes to part 3

**Part 7**

Re-written to meet the requirements of the new template

**Part 8**

Removed

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

**Rationale:** programme updated as a result of Periodic Curriculum Review to ensure that it meets the needs of graduates and the industry, both in structure and the format of this specification

**Change requested by: Gemma Sharples**

- 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:** G.Sharples

**Date:**21/01/19

**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:**

*Sarah Lee*

**Date:** 21.01.19

<b>Approval Committee and Date:</b>	CVC 2019 02 08
<b>Change approved with effect from:</b>	1 September 2019 (for 2019 intake)
<b>Resulting new version number:</b>	7.0

**Version 6.1**

<b>Rationale:</b> After the successful application for University Title, amendments were required to all specifications.	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: 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. Subject Benchmark Statements updated where required.	
<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>	6.1

**Version 4.1 (2018+) Periodic Curriculum Review**

**Outline Change Details:** 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

#### Version 2.1 (2018)

<b>Rationale:</b> 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). Name change from The Legacy and Impact of Sports Events to The Impact of Sports Events will naturally remove the word legacy from the title and learning outcomes, a term discredited for lacking a clear meaning. The change will allow a focus on impact and influence, concepts significantly more translatable in relation to sports events	
<b>Material Alteration:</b> No	
<b>Outline Change Details:</b> Title change to: HSPV4E-15-6 The Legacy and Impact of Sports Events to The Impact of Sports Events.	
<b>Change requested by:</b>	Michael Green
<b>CVC approval date:</b>	01 March 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	V2.1

#### Version 2.0 (2017 intake)

<b>Outline Change Details:</b> Addition of Foundation Year as an entry point into this programme and therefore this has been reflected in the appropriate sections. And the addition of Cert Physical Education and School Sport Studies.	
<b>Rationale:</b> To increase access and widening participation opportunities for this programme.	
<b>Change requested by:</b>	Rosie Scott-Ward
<b>CAC approval date:</b>	27 April 2017
<b>Change approved with effect from:</b>	01 September 2017