

## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	University Centre Weston		
<b>Delivery Location</b>	University Centre Weston		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Sport		
<b>Programme Title</b>	FdSc Sports Studies (Football)		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	Foundation Degree Science in Sports Studies (Football)		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	Certificate in Sport Studies Certificate of Higher Education in Sport Studies		
<b>Mode(s) of Study</b>	Full Time / Part Time		
<b>Codes</b>	<b>UCAS: C641</b>	<b>UNIT-E: FDSSWSSF</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Most recent Validation Date</b>	v1.0 – 10 July 2019	<b>Due for re-validation by:</b>	01 September 2024
<b>Amendment Approval Date</b>	v1.1 – 25 February 2020	<b>Amended with effect from</b>	v1.0 – 01 September 2019 v1.1 - 01 September 2020
<b>Version</b>	1.1		

Part 2: Educational Aims of the Programme
<p>FdSc Sports Studies (Football) is designed to develop a sound general knowledge of the world of sport, sport education and associated professions, whilst developing knowledge, skills and experience for a career in the field of sport and education.</p> <p>This programme will provide an opportunity to progress to BSc (Hons) Sport Performance (Level 6 entry) at Hartpury University.</p> <p>The programme will enable students to:</p> <ol style="list-style-type: none"> <li>1 Develop knowledge and understanding of contemporary key sport, exercise and education concepts, theories and approaches.</li> </ol>

## Part 2: Educational Aims of the Programme

- 2 Develop a sound understanding of the scientific principles that govern biological, physical, sociological and psychological stressors in a sports studies (football) context.
- 3 Develop academic, professional, generic, practical and employability skills which will equip students for gaining employment within a variety of career pathways associated with the sports industry and being successful at work.
- 4 Engage with the necessary qualitative and quantitative skills to critically analyse sports studies research with which to inform evidence-based practice.
- 5 Provide students with a broad and balanced knowledge and understanding of sports provision in the context of national initiatives and local schemes within the Public, Private and Voluntary sectors to promote an understanding of the management and provision of sports studies and development locally, regionally, nationally and internationally.
- 6 Prepare for progression to study higher degrees in Sports Studies and other related subjects.
- 7 Engage with Sports Studies (Football) practice in a variety of settings.

### Specific Aims

The specific aims of the programme are to:

- 1 Facilitate the development of a scientific and educational understanding of the principles and processes that underpin sports studies and specialising in football.
- 2 Develop an understanding of the subject of Sports Studies, and particularly football, from a multidisciplinary and interdisciplinary perspective.
- 3 Develop the ability to assess health and select the most appropriate intervention option from a range of possible solutions.
- 4 Demonstrate investigative skills necessary to undertake independent investigations of sports studies, and particularly football, problems.
- 5 Provide the opportunity for the acquisition and practice of appropriate transferable skills and facilitate the development of independent and team working.
- 6 Provide the opportunity for the development and practice of employability and professional skills through work based experience.
- 7 Provide a curriculum that is enhanced by experience from research, consultancy and professional practice.
- 8 Promote and widen access to careers in Sports in general and football in particular to applicants with non-standard entrance requirements.

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

An FdSc Sports Studies (Football) graduate will have successfully completed both a combination of theoretical and practical learning alongside work-based learning.

Graduates will have experienced the responsibilities of work-based learning, for example: mentoring and liaison with external sport (football based) related agencies to design, execute and appraise projects and the associated demands associated with them. The work-based learning element of the course can be set anywhere where the sports industries are applied and/or sports educational processes take place (initially this could be generalised or football specific within the first year). They will be able to reflect and evaluate their skills and knowledge of educational support in their work setting.

### Part 3: Programme Structure

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

	Core/ Compulsory Modules	Optional Modules	Awards
Year 1	WSPVD4-30-4 Sports Studies Work Experience 1	None	<u>Certificate in Sport Studies</u>  <u>Cert HE Sport Studies</u>  <u>FdSc Sports Studies (Football)</u> Credits must include all compulsory modules.
	WSPVDY-30-4 Strength and Conditioning		
	WSPVF7-30-4 Sports Coaching		
	WSPVFK-15-4 Psychology of Sports Performance		
	WSPVCR-15-4 Performance Analysis Fundamentals		
Year 2	Core/ Compulsory Modules	Optional Modules	
	WSPVCP-15-5 Sports Studies Work Experience 2	WSPVFL-15-5 Principles of Sports Nutrition	
	WSPVF8-15-5 Sports Injuries and Rehabilitation	WANVFJ-15-5 Data Analysis	
	WANVF6-15-5 Research Methods	WANVFW-15-5 Independent Report	
	WSPVCQ-30-5 Football Business & Development		
WSPVD6-30-5 Coaching Football			

#### Part time:

A bespoke part time structure is available for students should it be requested. The specific composition of this structure will be by negotiation.

## 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:

<b>Learning Outcomes:</b>	Sports Studies Work Experience 1	Strength and Conditioning	Psychology of Sports Performance	Performance Analysis Fundamentals	Sports Coaching	Sports Studies Work Experience 2	Sports Injuries and Rehabilitation	Research Methods	Principles of Sports Nutrition	Data Analysis	Football Business and Development	Coaching Football	Independent Report
<b>A) Knowledge and understanding of:</b>													
1. Organisations and structures responsible for sport and the political ramifications arising from these	√					√					√		
2. Social, economic and political theory to explain the development and differentiation of sport through society					√						√		√
3. The application of social and cultural meanings attached to sport and their impact on participation and regulation	√				√	√					√		√
4. Theories, concepts and principles of practice through generic management of sports facilities, events and within educational settings	√					√					√		√
5. The concepts of 'hazard' and 'risk'	√	√			√	√						√	
6. Strategic planning and development of planning skills in analysing, understanding and addressing the development needs and intentions of sports organisations and communities	√					√					√		√
7. Sport development and facilitation principles in at least one vocational context	√				√	√					√		
8. Anatomy and physiology underpinning human structure and function, within a vocational strength and conditioning context		√						√				√	
9. The skills required to monitor and evaluate human responses to sport and/or exercise		√	√	√	√	√		√				√	
10. Current issues and discourses in contemporary health and sports studies research and debate, and the role this plays in our understanding of 'stressors' which will establish and reinforce the evidence-base			√					√					√
11. The concept of 'health' and how this might be measured, assessed and articulated, exploring the principles of, and intervention strategies for, health promotion and health improvement in a variety of participant groups		√					√	√					√
12. Pedagogical knowledge of both education and support work within an educational setting					√	√						√	√
13. The limits of knowledge gained, and how this influences analyses and interpretations based on that knowledge				√		√	√	√	√	√	√	√	√

<b>(B) Intellectual Skills</b>														
1.	Recognise and apply subject specific theories, concepts and principles	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Reason critically and engage in analytical and imaginative enquiry in identifying and solving conceptual and practical problems				√		√		√		√			√
3.	Analyse and interpret information and evidence to support the development of advanced knowledge, skills and understanding				√				√	√	√	√		√
4.	Apply knowledge and critical understanding to solving problems				√		√		√	√	√	√	√	√
5.	Formulate reasoned responses to the critical judgments of others		√	√		√	√		√		√		√	√
6.	Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct				√	√		√					√	√
7.	Recognise the changing nature of determinants of health and demonstrate a critical ability to analyse health within a sporting context as a contested subject		√					√		√				√
8.	Take responsibility for own continued professional development	√	√	√		√	√						√	√
<b>(C) Subject/Professional/Practical Skills</b>														
1.	Analyse and report sport studies investigations using both primary and secondary data.				√		√	√	√	√	√	√		√
2.	Recognise and respond appropriately to ethical, professional and safety issues related to the sports/education industry paying due attention to risk assessment and rights access.	√	√			√	√	√					√	
3.	Analyse health and health information and data that be drawn from a wide range of disciplines and appreciate both the moral and ethical issues associated with the subject areas and the collection methods.		√						√	√	√			√
4.	Appreciate the need for professional codes of conduct.	√	√	√	√	√	√	√	√	√	√	√	√	√
5.	Plan, design and review sports studies (football) programmes and sports education practices in relation to the needs of the client, setting or educational context.	√	√	√	√	√	√				√	√		
6.	Present and reference work in an appropriate manner.	√	√	√	√	√	√	√	√	√	√	√	√	√
7.	Reflect on academic and professional experience and embrace the concept of continuing profession development through professional development planning.	√					√						√	
<b>(D) Transferable skills and other attributes</b>														
1.	Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Elicit appropriate knowledge from a range of disciplines to articulate well-reasoned argument within the field of sport studies.	√	√	√					√	√	√	√		√
3.	Effectively communicate information, arguments, and analysis of both primary and secondary data at a professional level in work related context.				√		√		√	√	√	√	√	√
4.	Communicate, work with others as part of a team, and solve problems within the academic and vocational work-based context.	√	√	√	√	√	√	√	√	√	√	√	√	
5.	Effectively apply transferable skills, assume responsibility and make decisions in an academic and work based environment.	√	√	√	√	√	√	√	√	√	√	√	√	
6.	Demonstrate personal qualities and attitudes consistent with professional employment in Sports Studies (Football) context and related sectors following current practice within the fields of both sport and education.	√	√	√	√	√	√	√	√	√	√	√	√	√
7.	Demonstrate the ability to discuss, plan and manage change within a professional context.	√					√							

**Part 4: Learning Outcomes of the Programme**

<b>8.</b> Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.	√	√		√	√	√	√				√	√	√
<b>9.</b> Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.	√	√	√	√	√	√	√	√	√	√			√

## Part 5: Student Learning and Student Support

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

At University Centre Weston there is an expectation that all undergraduate programmes will meet the policy expectation of our awarding partner for a minimum average requirement of 12 hours / week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of 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 FdSc Sports Studies (Football) programme teaching is a mix of scheduled, independent and placement learning.

#### Scheduled Learning

Includes lectures, seminars, tutorials, demonstration, practical classes and workshops; fieldwork; external visits; work based experience and blended learning approached utilising technology enhanced learning pedagogy.

#### Independent Learning

Includes the hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

#### Placement Learning

The Foundation Degree contains a significant proportion of Work-based Learning. One of the defining characteristics of this foundation degree is that placement hours are also assured working alongside the Sports lecturers within a Further Education setting. Students will be expected to complete at least 30 hours team teaching within the college setting.

#### Academic support

LibraryPlus at UCW is responsible for providing core resources for HE programmes. A digital-first approach is encouraged to enable wider access via eBooks and online academic sources and a range of technology is available to borrow from LibraryPlus.

The Academic Development Team are available to support all students along with delivering the Headstart and HE.LP Programmes. Headstart helps support student transition through bitesize interactive sessions intended to introduce new HE students to some of the key skills needed and expected for HE study. **HE.LP** is the well-established HE LibraryPlus academic skills development programme. Content is planned using Learning Outcomes from assignment briefs, JISC standards for digital literacy and CILIP definitions of information literacy. Outcomes are differentiated for level 4 – 6 according to the FHEQ Benchmark standards and the 21CLD model levels of knowledge construction.

#### Specialist support

Additional 1-1 specialist support is available for all students in receipt of DSA via UCW highly qualified and experienced team. This will be tailored to each individual student and generally focuses on study skills, organisation and time management.

### Description of the teaching resources provided for students

#### Virtual Learning Environment (VLE) (or equivalent)

This module 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.

Module Title	Scheduled (%)	Independent (%)	Placement (%)
Sports Studies Work Experience 1	5	42	53
Strength and Conditioning	36	64	0

## Part 5: Student Learning and Student Support

Sports Coaching	36	64	0
Psychology of Sports Performance	36	64	0
Performance Analysis Fundamentals	36	64	0
<b>Sports Studies Work Experience 2</b>	8	27	65
Sports Injuries and Rehabilitation	36	64	0
Research Methods	36	64	0
Principles of Sports Nutrition	36	64	0
Data Analysis	36	64	0
Independent Report	36	64	0
Coaching Football	36	64	0
Football Business and Development	36	64	0

### Careers

To support learner's career preparations, careers personnel from UCW are based at the institution students can arrange one-to-one sessions with them as well as accessing their resources online. In addition to this academic tutors also offer subject specific careers advice through either module sessions or individual tutorials. In particular, the work experience modules that are delivered are aimed at supporting student skill development as well as career aspirations through working closely with employers. Careers Fairs are also arranged periodically to allow students to engage directly with employers from the industry sector.

### Description of any Distinctive Features

- 1 FdSc Sports Studies (Football) programme is an interdisciplinary degree exploring the interface between the sports/exercise environment and sports education. It focuses upon the development of the knowledge and skills associated with both environments.
- 2 Key themes and concepts are integrated through the programme; sports development, entrepreneurship, education, sports industry and health impacts, risk and interventions. Students are taught to assess a range of health determinants within a variety of populations and to consider the most effective approach to dealing with impacts on health. Strategies developed include practicability in relation to effectiveness, cost benefit and equitability.
- 3 The programme combines a scientific understanding of sports physiology, psychology and sports development to the parameters for human health. Students' will analyse of the socio-economic and political factors that determine the context within which sports developments decisions are made both nationally, within the EU and by global organisations. The programme is delivered by lecturers from a variety of disciplines and supported where appropriate by sports industry practitioners.
- 4 **Stage 1** is concerned with the development of knowledge and understanding of the relevant core concepts, theoretical perspectives and research within the field of sports studies. This includes a focus on physiological and psychological systems and an understanding of the processes which shape human interactions, and consequently interventions. The issues that emerge include sports development, sports business entrepreneurship, sports education, risk and human health impacts. This is supported by the development of a variety of transferable and professional skills. Work Based Learning found within Work Based Experience 1 and 2 allows students to engage with work experience within the fields of sports studies and education. Students are also encouraged to engage with concept of intervention to promote health within a defined population.
- 5 **Stage 2** students are expected to engage with increased analysis utilising the inclusion of supporting evidence developing knowledge and critical understanding of the wider subject area,



## Part 5: Student Learning and Student Support

synthesising evidence between, and across, disciplines. Transferable and employability skills and attributes continue to be developed. More than one quarter of the learning at level five takes place in the workplace with all students undertaking a period of work-based learning within both an educational setting and within the wider sports industry. By the end of the second year, it is expected that students will be able to demonstrate an enhanced degree of analytical comprehension and the ability to study independently.

### 6 **Support**

- Students will benefit from being part of a small cohort. There is an excellent working relationship fostered between University Centre Weston staff and students benefit from high levels of staff student contact in the modules within the programme, allowing ample opportunity for formative assessment and additional support. Students at University Centre Weston have exemplary pastoral support with a tutorial scheme in place guaranteeing individual formative feedback three times a year.
- Students will be able to use the academic and support facilities offered by UCW as well as facilities offered by the University.
- Guidance to students on the programme is provided by the Programme Coordinator and the personal tutor who are supported by the teaching team. Issues relating to groups of students will be addressed through the Staff Student Liaison Committee (SSLC) that includes student representatives, the programme coordinator, teaching team and link tutor. For all students, access to academic staff is via email, telephone or drop-in.
- Professional and placement aspects are supported by a Work-Based Experience module leader and supported by the programme tutor. Both tutor and programme coordinator will provide support and visits to those students who are undertaking the work based experience module. In addition, regular meetings will be held between placement supervisors/mentors and the teaching team to ensure that the learning outcomes are being met.

### 7 **Independent Study**

- Many modules require students to carry out independent study, such as research for projects, portfolios and assignments. The programme aims to offer students both guided support and opportunities for independent study. Guided support mainly consists of timetabled sessions and includes lectures, tutorials, seminars, practical sessions and external visits. There is an expectation that students attend all sessions on their timetable.
- Independent study will be assisted by the different levels of tutor support offered at different levels of study. Typically, module leaders will provide an outline of the module indicating the activities to be carried out and the forms of learning to be undertaken during the module. Students will be encouraged to plan ahead and to take responsibility for managing their time and resources.

### 8 **Progression**

A student who achieves a Foundation Degree but who does not immediately seek entry to BSc (Hons) Sport Performance (Level 6 entry) will still be eligible to apply for entry to the Honours Degree programme in a subsequent year. However, entry will be subject to interview in order to determine whether the applicants' experience in the intervening years has enabled them to keep abreast of current developments and practice in their subject.

### 9 **Student access to Hartpur**

Throughout the duration of the Foundation Degree programme, where appropriate students will have access to some of the facilities at the Hartpur campus. Where possible links with relevant academic and sport academy staff at Hartpur will be used to enhance the student experience. Visits will be organized to enable students to become familiar with the facilities and academic provision on the top-up programme, all collaboration will be organized by University Centre Weston and Hartpur staff.

## Part 6: Assessment

This programme will be assessed according to the approved Academic Regulations including specific variant regulations: None apply

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:  
Sport Studies Work Experience 2.

### Assessment Strategy

Assessments will take place throughout the programme and appropriate assessments will be used at each level to test both theoretical understanding and practical ability.

The assessment strategy has been designed to support and enhance the development of subject-based knowledge and practical skills, whilst ensuring that the learning outcomes are achieved. Particular focus is placed upon the development of communication skills through the use of presentation and practical assessments, and the requirement to provide individualized athlete focused programmes and reports.

The focus on practical and theoretical based assessments, using vocationally contextualized briefs where appropriate, will provide a valuable learning experience for students alongside the requirement to engage with independent research of published literature and the development of an appropriate academic writing style.

Opportunities for formative assessment and feedback are built into teaching and practical sessions, through independent and group activities such as presentations and practical activities, discussion and evaluation of current research and review of past exam papers.

All work is marked in line with the Hartpury generic assessment criteria and conforms to university policies for setting, collection, marking and return of student work. Assessments are described in the module handbook that is supplied at the start of the module.

In line with the institution's 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.

## Assessment Map for FdSc Sports Studies (Football)

The programme encompasses a range of assessment methods including; written assignments and examinations, practical and oral examinations, laboratory reports and notebooks. These are detailed in the following assessment map:

		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
<b>Compulsory Modules Level 4</b>	Sports Studies Work Experience 1						A (40)	B (60)		
	Strength and Conditioning	A (40)						B (60)		
	Sports Coaching				A (40)			B (60)		
	Psychology of Sports Performance						A (40)	B (60)		
	Performance Analysis Fundamentals						A (50)	B (50)		
<b>Compulsory Modules Level 5</b>	Sports Studies Work Experience 2						A (50)	B (50)		
	Sports Injuries and Rehabilitation	A (50)						B (50)		
	Research Methods	A (50)						B (50)		
	Coaching Football				A (50)			B (50)		
	Football Business & Development						A (50)	B (50)		
<b>Optional Modules Level 5</b>	Data Analysis					A (100)				
	Independent Report		A (25)					B (75)		
	Principles of Sports Nutrition						A (50)	B (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, published through the UCW website: <https://www.ucw.ac.uk/>. University Centre Weston will make judgements based upon the context of each individual student and seek evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard.

Applicants will in most cases have achieved five subjects at GCSE level 4-9, ideally to include English and maths, or equivalents (Functional Skills level 2 is considered equivalent to English and Mathematics GCSE for this programme) and the current UCAS Tariff Points or equivalent, preferably to include a related subject.

Students can study Functional Skills level 2 qualifications alongside their Foundation Degree if they do not possess equivalent qualifications.

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2018/19 was 64 tariff points.

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, UCW will consider applications for advanced entry, e.g. into year two of a programme. More details on how to apply for this can be found through the UCW 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 through the UCW website <https://www.ucw.ac.uk/>.

**Programme Amendment Log**

<b>Programme Title:</b>	FdSc Sports Studies (Football)
<b>Programme Code:</b>	FDSSWSSF / C640
<b>Initial Approval Date:</b>	10 July 2019
<b>Approved by:</b>	CVC
<b>Approved until:</b>	01 September 2024

**Changes:** *Most recent at the top of the page*

<b>Current version number: 1.0</b>	
<b>Outline Change Details:</b> Part 6: Changes to assessment map to reflect changes to assessments and weighting for Sport Studies Work Experience 2 module.	
<b>Rationale:</b> In order to ensure that the module not only facilitates students' professional development in vocational settings, but also requires students to engage with appropriate academic theory and literature to enhance their development, changes to the Component A assessment and the weightings between components have been made. Originally Component A was a professional discussion with a pass/fail grade (0% weighting) and this has been changed to an oral presentation (50% weighting) that will require students to analyse their professional development against industry expectation and standards, ensuring academic literature is used to support the analysis. Component B remains the same assessment type with the intention of a further focus on evaluating specific experiences while on the placement, while linking academic theory to practice. It is thought that the amended weightings 50%/50% provides a more appropriate balance between these Assessment Components enabling students to achieve the module learning outcomes more effectively.	
<b>Change requested by: Spencer Frost</b>	
<input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
<b>Signature:</b> 	<b>Date:</b> 24.2.20
<b>Name of Head of Department: Joel Parker</b>	
<input checked="" type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; OR; <input type="checkbox"/> I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form	
<b>Signature:</b> 	<b>Date:</b> 24.2.20
<b>Approval Committee and Date:</b>	CVC 2020 02 25
<b>Change approved with effect from:</b>	1 September 2020 (intakes 2019+)
<b>Resulting new version number:</b>	1.1

<b>Current version number: 0</b>	
<b>Outline Change Details:</b> new programme.	
<b>Rationale:</b> Creation of Hartpury version of the programme specification	
<b>Approval Committee and Date:</b>	CVC 2019 07 10
<b>Change approved with effect from:</b>	1 September 2019
<b>Resulting new version number:</b>	1.0