

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Sport		
Programme Title	BSc (Hons) Sports Coaching		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Sports Coaching		
Default Award Title	None		
Interim Award Titles	BSc Sport Coaching BSc Sport Studies Diploma of Higher Education in Sports Coaching Diploma of Higher Education in Sport Studies Certificate of Higher Education in Sports Coaching Certificate of Higher Education in Sport Studies Certificate in Sport Studies Higher Education Foundation Certificate		
Mode(s) of Study	Full Time / Part Time		
Codes	UCAS: Foundation year entry: CF00 Level 4 entry: C600	UNIT-e: BSHSSPCX	
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	V3.1 31 August 2018 V5.0 – 12 March 2019	Due for re-validation by:	1 September 2024
Amendment Approval Date	V4.0 – 12 Sept 2018 V5.1 – 19 February 2020	Amended with effect from	V4 - 01 September 2019 V5 - 01 September 2019 V5.1 - 01 Sept 2020
Version	5.1		

Part 2: Educational Aims of the Programme

The programme seeks to underpin the institution's principle that the graduates not only serve the sports coaching industry, but also aid in the development of that industry. The programme seeks to 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 adopt a critical approach and challenge orthodox thinking about sports coaching and teaching 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, reflecting ongoing developments in the coaching profession.

Not only should the institution's student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme has been designed to enable them to develop self-confidence. Student centred learning has been employed which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students are encouraged to be well read 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. Creative and analytical thinking arising from an intellectual understanding of sport coaching and related literature.
2. Personal qualities and interpersonal skills necessary for successful engagement in the sports coaching and teaching industries.
3. Knowledge and understanding of research and evidence based practice within the sports coaching industry.
4. A wide range of practical and technical skills and able to contextualise in the delivery of a variety of sports coaching programmes.
5. Ethical awareness arising from an understanding of the sports coaching industry and associated stakeholders.
6. Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the sports industry.
7. An expansive range of transferrable skills, equipping graduates to flourish across a range of disciplines and industries.
8. Self-confidence to contribute to local, national and/or international society through the development of lifelong learning skills.
9. Well-developed planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in sport related occupations, through engagement within their coaching portfolios.
10. Establish and maintain relationships between sports coaching graduates, both professionally and legally, with the public, other sports practitioners and personnel in allied industries.

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

BSc (Hons) Sports Coaching graduates will have an individualised three year learning portfolio evidencing their theoretical understanding and practical application of core coaching skills. This is underpinned by the Professional Coach Standard provided by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

Through portfolio completion students have developed a personal coaching philosophy grounded in the programme's core concerns of reflection upon both practice and 'self', contextual sensitivity to the needs of distinct athlete populations, and awareness of the scientific underpinning of sports performance. Students have taken on 'work-like' responsibilities such as the mentoring of colleagues and liaison with external sport related agencies in order to design, execute and appraise coaching projects significant in their scope, resource needs and the associated demands placed upon coach awareness, initiative and team-working skills.

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

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

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

ENTRY		Compulsory Modules	Optional Modules	Awards
	Foundation Stage	Academic Skills in Practice (HANV8B-30-3) Foundation Biological Principles (HANV8E-30-3) Foundation Skills Development (HANV8A-30-3) Foundation Sports Science (HANV8F-15-3) Reviewing Literature (HANV8C-15-3)	Not applicable.	<u>Higher Education Foundation Certificate</u> Please note that those students entering on the Foundation Year must satisfy the additional credit requirements (as appropriate) for the following awards: <u>Cert Sport Studies</u>
	Stage 1	Coaching and Teaching Portfolio (Theory) (HSPV9Q-30-4) Comparative Sport Study (HSPXL5-15-4) Introduction to Exercise Physiology (HSPXL7-15-4) Introduction to Sport and Exercise Psychology (HSPXLE-15-4) Introduction to the Sports Industry (HSPXM9-15-4) TheSport and Exercise Professional (HSPVC4-30-4)	Not applicable.	<u>Cert HE Sport Studies</u> <u>Cert HE Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory) <u>Dip HE Sport Studies</u> <u>Dip HE Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory); Coaching and Teaching Portfolio (Pedagogy) <u>BSc Sport Studies</u>
	Stage 2	Coaching and Teaching Portfolio (Pedagogy) (HSPVA5-30-5) Coaching Children (HSPXRT-15-5) The Sport and Exercise Scientist (HSPV5Y-30-5)	Applied Performance Analysis (HSPVC5-15-5) Health Related Exercise (HSPXS5-15-5) International Academic Study Extended Project (HANXRR-45-5) International Academic Study Portfolio (HANXRP-15-5) International Academic Study Project (HANXRQ-30-5) New Venture Creation (HSPXTX-15-5) Sport Psychology (HSPXRV-15-5) The Inclusive Practitioner (HSPV9S-15-5) Youth Physical Development (HSPV6J-15-5)	<u>BSc Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory); Coaching and Teaching Portfolio (Pedagogy); Coaching and Teaching Portfolio (Reflection). <u>BSc (Hons) Sports Coaching</u> This must include all compulsory modules.
	Stage 3	Coaching and Teaching Portfolio (Reflection) (HSPVAJ-30-6) High Performing Teams (HSPVA7-15-6) Undergraduate Dissertation (HANV3R-45-6)	Contemporary Issues in Sports Education (HSPV3V-15-6) Performance Analysis in Practice (HSPVA9-15-6) Special Populations (HSPV55-15-6) Sport and Social Media (HSPV43-15-6) Sport Psychology in Action (HSPV4A-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:		Coaching and Teaching Portfolio (Theory)	The Sport and Exercise Professional	Introduction to Sport and Exercise Psychology	Introduction to the Sport Industry	Introduction to Exercise Physiology	Comparative Sports Study	Coaching and Teaching Portfolio (Pedagogy)	Coaching Children	The Sport and Exercise Scientist	New Venture Creation	Youth Physical Development	Sport Psychology	The Inclusive Practitioner	Applied Performance Analysis	Health Related Exercise	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Coaching and Teaching Portfolio (Reflection)	High Performing Teams	Performance Analysis in Practice	Contemporary Issues in Sports Education	Sport Psychology in Action	Sport in Social Media	Special Populations		
(A) Knowledge and Understanding of:																													
1	Understanding of fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of contexts	✓	✓					✓	✓			✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	In addition to generic coaching skills, demonstrates knowledge of technical and tactical principles of a range of sports/game types	✓						✓	✓						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Develop transferable knowledge and skills which reflect academic developments in the sports/coaching/teaching industries and current best practice including effective communication of information, arguments and analysis	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Understanding of moral, ethical and sociological issues within sports coaching	✓	✓		✓			✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
5	Develop knowledge of contemporary issues within sports coaching, including sport policy, governance and commercial aspects of the coaching industry	✓			✓	✓	✓	✓						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Knowledge of the role of the coach within sports organisations from elite sports clubs, national governing bodies and local authorities, constructing sports partnerships and managing/deploying staff	✓	✓		✓			✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	How sports science disciplines interact to improve performance		✓							✓				✓	✓						✓	✓					✓	✓	
(B) Intellectual Skills:																													
1	Appraisal and evaluation of key issues in sports development with core knowledge of the sports and teaching industries			✓				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

2	Synthesise areas of sports science to inform coaching practice and develop underpinning knowledge	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Undertake critical reflection of own practice, forming coaching beliefs and values, whilst analysing and mentoring peers as part of a programme facing community of practice	✓	✓			✓	✓						✓	✓	✓	✓	✓	✓	✓
4	Applied understanding of athlete management with humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills:																			
1	Development of core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations	✓				✓	✓						✓	✓	✓	✓	✓	✓	✓
2	Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning	✓	✓	✓		✓	✓		✓	✓			✓	✓					
3	Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts	✓	✓			✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓
4	Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of ages and ability levels across groups and individual performers	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
5	Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice.	✓				✓	✓		✓	✓	✓	✓	✓	✓					✓
6	Manage, motivate and mentor near-peer student coaches in a range of contexts both on site and in the community	✓			✓	✓	✓	✓					✓					✓	
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<p>4 Professional and graduate skills enhanced through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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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 the foundation and first stages of the full-time undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

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

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

Virtual Learning Environment (VLE)

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

International Academic Study

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

Careers

Throughout the programme students will have access to our onsite Innovation, Careers and Enterprise centre (ICE). The ICE Careers service provides expert, tailored advice to support students in finding rewarding and fulfilling work or further study when you leave Hartpur.

Description of any Distinctive Features

The programme and module learning outcomes are mapped against and acknowledge the CIMSPA Professional Coach Standard. For example, in line with the Professional Standard the programme requires students to complete a Coaching Portfolio at each year of study, in which the assessment demands require students to build on their practical coaching ability and justify their philosophical stance on their coaching practice and values. This will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

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

All staff contributing to the programme has significant experience in professional activity closely related to coach education in a variety of contexts. Several modules relate directly to staff research agendas and this will no doubt provide for current content and informed delivery across the full range of topic areas. The programme invests heavily in providing significant practical experience in

a range of authentic coaching environments and this real world experience and the practitioner skills and awareness it develops will always interest potential employers. Similarly the balance of theory and applied work across the programme provide a course experience directed to appreciating work place 'skills in' coaching rather than only detached 'knowledge of' its theoretical base.

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

Within the institutions Academy of Sport students teaching will take place in the following facilities in order to support the teaching and learning experience: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, biomechanics and performance analysis suite. Other facilities and resources which support the student experience include performance and notational analysis software. Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice. This includes working with local primary and further education sites and visiting external organisations to deliver specialist coaching, all of which is included within the curriculum.

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

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website 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:
Undergraduate Dissertation

Assessment Strategy

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

Foundation Stage:

Assessment within the Foundation Stage 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.

Levels 4-6:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and

practical application. Students will be assessed within a variety of coaching practical domains e.g. peer coaching, coaching children and coaching adolescents to suit industry requirements.

A key feature of the BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning. Coaching learning portfolios involve coaches in individual and group reflection, the critically challenging act of thinking about coaching practice, and constructing (and communicating) a sense of the learning experience as a coherent developmental process. Such thinking and sharing are the linchpins of lifelong, active learning and every practitioner's professional development. Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose, thus continually becoming a more appropriately qualified practitioner. Therefore, the coaching portfolio assessments at each level will comprise of formally graded coaching sessions, formatively observed coaching sessions throughout the year, a personal reflective review of the coaching year including a detailed action plan, a review of coaching theory literature that has been applied to coaching practice; evidence of continual professional development (CPD) and a reflection of this CPD.

The assessment strategy also embeds opportunities for students to achieve practical 'employment ready' vocational skills applicable to Sports Coaching across different modules and levels of the programme. Simultaneously, opportunities to develop key graduate attributes such as critical writing, team working, communication and other interpersonal skills are embedded within modules across each year of the programme to ensure the student can appreciate the role of the coach in a variety of contexts. At each stage of learning students will be assessed on how the Sports Coach operates within an interdisciplinary setting (Modules: The Sport and Exercise Professional, The Sport and Exercise Scientist and High Performing Teams). Thus gaining a greater appreciation of their wider influence on others.

There will be a number of formative assessment opportunities to support students towards their summative assessments. Students will need to formatively evidence their coaching progression at each year of study. In order to support this, students can academic and practical skills workshops through the Achievement and Success Centre at Hartpury.

In response to industry feedback there has been a conscious move through the years of the programme to develop students' autonomy, confidence, critical and problem solving skills with increasing access and involvement with employers in assessment. This will provide students with 'live briefs' for assessment that will allow them to propose solutions to industry specific challenges and scenarios that they will face in their future careers in the industry. This will develop their industry ethos and show them that they can succeed in signposting their personal, academic and professional development. For example, being assessed coaching their peers, coaching primary school children across a set period of time, planning and delivering a 12 week block of coaching for further education students and supporting a fellow student through their coaching degree.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated.

Assessment Map

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

Assessment Map for BSc (Hons) Sports Coaching

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Foundation Stage	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)	B (75)			
	Reviewing Literature							(A100)			
	Foundation Biological Principles				A (50)						B (50)
	Foundation Sports Science			B (50)			A (50)				
Compulsory Modules Level 4	Coaching 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 the Sport Industry						A (G) (25)	B (75)			
	Introduction to Exercise Physiology	A (100)									
	Comparative Sports Study						A (75)		B (25)		
Compulsory Modules Level 5	Coaching and Teaching Portfolio (Pedagogy)				A (40)						B (60)
	Coaching Children						A (100)				
	The Sport and Exercise Scientist					B (75)	A (25)				
Optional Modules Level 5	New Venture Creation						A (100)				
	Youth Physical Development						A (100)				
	Sport Psychology										A (100)
	The Inclusive Practitioner						A (50)	B (50)			
	Applied Performance Analysis					B (60)	A (40)				
	Health Related Exercise	A (50)									B (50)
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
Compulsory Modules Level 6	Undergraduate Dissertation									A (100)	
	Coaching and Teaching Portfolio (Reflection)						A (50)				B (50)

	High Performing Teams		A (100)								
Optional Modules Level 6	Special Populations							A (100)			
	Performance Analysis in Practice					A (100)					
	Contemporary Issues in Sports Education					A (50)		B (50)			
	Sport Psychology in Action							A (100)			
	Sport and Social Media							B (50)	A (50)		

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

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (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.

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.


The programme has directly acknowledged the CIMSPA Professional Coach Standard through both module design and learning outcomes.

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

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

Programme Amendment Log

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

Current version number: 5.0	
Outline Change Details: Parts 1&3: interim awards updated to include Higher Education Foundation Certificate. Part 5: delivery hours amended to reflect marketing information. Part 6: assessment matrix amended to reflect change in the Level 4 compulsory module 'Introduction to the Sports Industry' from individual to group presentation.	
Material Alteration: No	
Rationale: to ensure accuracy	
Change requested by: Academic Registrar	
Signature: 	Date: 19 February 2020
CVC approval date:	CSP Chair's action 2020 02 19
Change approved with effect from:	1 September 2020
New version number:	5.1 (intakes 2020+)

Current version number: 4.0	
Outline Change Details: Section 2: Programme Aims: <ul style="list-style-type: none"> - Remove 'based' after research in number 3. Better sentence flow. Programme requirements (HEAR): <ul style="list-style-type: none"> - Change sentence: <i>as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach deployability</i> to <i>This is underpinned by the Professional Coach Standard provided by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</i> – This enables the programme to map current industry requirements and remain contemporary. Part 3: Programme Structure: <ul style="list-style-type: none"> - Under the 'Awards' column, update interim descriptions to include new portfolio modules at each stage: Coaching and Teaching Portfolio (Theory, Pedagogy, Reflection) and review the interim awards developed. Part 4: Learning Outcomes: <ul style="list-style-type: none"> - Add LO #7 to (A) Knowledge and Understanding: <i>How sports science disciplines interact to improve performance</i> – This is due to the curriculum review process and the addition of the three new modules at level 4, 5 and 6 across all degree programmes. 	

- Add LO #7 to (C) Subject/Professional/Practical Skills: *Evidence continued professional development activities*. – This is due to the curriculum review process and the addition of the three new modules at level 4, 5, and 6.
- Change LO #2 (B) Intellectual Skills from: Synthesise areas of sports science such as performance (notational) analysis and sports psychology to inform coaching practice and develop underpinning knowledge to *Synthesise areas of sports science to inform coaching practice and develop underpinning knowledge* – This is ensure the programme doesn't appear to only focus on Sport Psychology and Notation, as both of these disciplines are options on the programme. However the nature of synthesising areas of sport science takes place in the new core modules.
- Change LO #5 (C) Subject/Professional/Practical Skills from Plan, organise and deliver coaching sessions for children, youth athletes and adults as well as peers to *Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice*. – This is the only learning outcomes that would need slight adjustment to map against the new Professional Coach Standard by CIMSPA.

Part 5

Student Learning and Student Support

Remove:

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

Replace with:

Throughout the programme students will have access to our onsite Innovation, Careers and Enterprise centre (ICE). The ICE Careers service provides expert, tailored advice to support students in finding rewarding and fulfilling work or further study when you leave Hartpury

Description of any Distinctive Features

The following changes are to update the programme against the industry standards in coaching and to recognise changes in campus to reflect new facilities.

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

To: The programme and module learning outcomes are mapped against and acknowledge the CIMSPA Professional Coach Standard. For example, in line with the Professional Standard the programme requires students to complete a Coaching Portfolio at each year of study, in which the assessment demands require students to build on their practical coaching ability and justify their philosophical stance on their coaching practice and values. This will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

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

To: Within the institutions Academy of Sport students teaching will take place in the following facilities in order to support the teaching and learning experience: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, biomechanics and performance analysis suite. Other facilities and resources which support the student experience include performance and notational analysis software.

Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice. This includes working with local primary and further education sites and visiting external organisations to deliver specialist coaching, all of which is included within the curriculum.

Assessment Strategy

To reflect the addition of the Foundation Year, add the following sentence:

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.

In order to ensure the assessment strategy remains current and to do more justice by the programme:

Change text from:

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

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

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

To:

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

Foundation Year:

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.

Levels 4-6:

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

A key feature of the BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning. Coaching learning portfolios involve coaches in individual and group reflection, the critically challenging act of thinking about coaching practice, and constructing (and communicating) a sense of the learning experience as a coherent developmental process. Such thinking and sharing are the linchpins of lifelong, active learning and every

practitioner's professional development. Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose, thus continually becoming a more appropriately qualified practitioner. Therefore, the coaching portfolio assessments at each level will comprise of formally graded coaching sessions, formatively observed coaching sessions throughout the year, a personal reflective review of the coaching year including a detailed action plan, a review of coaching theory literature that has been applied to coaching practice; evidence of continual professional development (CPD) and a reflection of this CPD.

The assessment strategy also embeds opportunities for students to achieve practical 'employment ready' vocational skills applicable to Sports Coaching across different modules and levels of the programme. Simultaneously, opportunities to develop key graduate attributes such as critical writing, team working, communication and other interpersonal skills are embedded within modules across each year of the programme to ensure the student can appreciate the role of the coach in a variety of contexts. At each stage of learning students will be assessed on how the Sports Coach operates within an interdisciplinary setting (Modules: The Sport and Exercise Professional, The Sport and Exercise Scientist and High Performing Teams). Thus gaining a greater appreciation of their wider influence on others.

There will be a number of formative assessment opportunities to support students towards their summative assessments. Students will need to formatively evidence their coaching progression at each year of study. In order to support this, students can academic and practical skills workshops through the Achievement and Success Centre at Hartpury.

In response to industry feedback there has been a conscious move through the years of the programme to develop students' autonomy, confidence, critical and problem solving skills with increasing access and involvement with employers in assessment. This will provide students with 'live briefs' for assessment that will allow them to propose solutions to industry specific challenges and scenarios that they will face in their future careers in the industry. This will develop their industry ethos and show them that they can succeed in signposting their personal, academic and professional development. For example, being assessed coaching their peers, coaching primary school children across a set period of time, planning and delivering a 12 week block of coaching for further education students and supporting a fellow student through their coaching degree.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated.

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.

Methods considered in the development of the programme...

Add: The programme has directly acknowledged the CIMSPA Professional Coach Standard through both module design and learning outcomes

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

Rationale:

Programme changes due to periodic curriculum review.

Change requested by: Thomas Legge

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: 15/01/19

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

Approval Committee and Date:	CVC 2019 03 12
Change approved with effect from:	1 September 2019 (2019 intake)
Resulting new version number:	5.0

Changes:

Version 4

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

Version 3.1

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

Version 2.1 (2018) Periodic Curriculum Review

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

Version v1.1 (2018)

Rationale: The development of this programme has occurred following the recent sport business management PCR and the associated outcomes to review the current curriculum (subject areas, assessment and trips). The module name change to Sport and Social Media to focus on the emerging depth of research and practical application within the subject area (e.g. promotion, user generated content, commercial impacts, customer communities, fan engagement, personal branding)
Material Alteration: No

Outline Change Details: Title change to: HSPV43-15-6 Media, Technology & Communication in Sport to Sport and Social Media	
Change requested by:	Michael Green
CVC approval date:	01 March 2018
Change approved with effect from:	01 September 2018
New version number:	V1.1