

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Equine		
Programme Title	BSc (Hons) Equestrian Sports Coaching		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Equestrian Sports Coaching with Integrated Placement Year BSc (Hons) Equestrian Sports Coaching		
Default Award Title	None		
Interim Award Titles	BSc Equestrian Sports Coaching BSc Equestrian Sports Coaching with Integrated Placement Year BSc Equestrian Sports Studies BSc Equestrian Sports Studies with Integrated Placement Year Diploma of Higher Education in Equine Studies Certificate of Higher Education in Equine Studies Certificate in Equine Studies		
Mode(s) of Study	Full Time / Part Time		
Codes	UCAS: DC4F		UNIT-e: BSHEESCX
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	31 August 2018	Valid from	1 September 2018
Amendment Approval Date	V4.0 – 27 February 2019 V4.1- 11 May 2020 V4.2 - 13 August 2020 V4.4 - 06 October 2020	Amended with effect from	V4.0 – 1 September 2019 V4.1- 01 September 2020 V4.2 - 01 September 2020 V4.4 - 01September 2020
Version	4.4		

## Programme Specification

### Part 2: Educational Aims of the Programme

The programme is a three-year full time programme, with the option of doing a four year degree with a Placement Year between the second and third year. The programme seeks to underpin the principle that graduates not only serve the equestrian sports coaching industry, but also aid in the development of that industry. The programme seeks to produce graduates that will challenge current processes and practices and explore new concepts. Students are encouraged to adopt a critical approach and challenge orthodox thinking about equestrian 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 equestrian industry, reflecting ongoing developments in the coaching profession.

Not only will a student acquire and challenge contextual information, but they will also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme have been designed to enable them to develop self-confidence. Student-centred learning has been employed, which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students will be encouraged to read widely both within the subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of equestrian sports coaching. As such, the teaching and learning process aims to enable students to develop:

Creative and analytical thinking arising from an intellectual understanding of equestrian sport coaching and related literature.

Personal qualities and interpersonal skills necessary for successful engagement in the equestrian sports coaching and teaching industries.

Knowledge and understanding of research-based and evidence-based practice within the sports coaching industry and application to equestrian sports to enable successful performance of horse and rider.

A wide range of practical and technical skills and the ability to contextualise these in the delivery of a variety of equestrian sports coaching programmes.

Ethical awareness arising from an understanding of the equestrian sports coaching industry and associated stakeholders.

Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the equestrian industry.

An extensive range of transferable skills, equipping students/graduates to flourish across a range of disciplines and industries.

Well-developed planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in the equestrian related occupations, through engagement within their coaching portfolios.

Students can benefit from gaining valuable work experience during the Integrated Placement Year which is optional on this programme.

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

Graduates will have completed an individualised three year learning portfolio evidencing their theoretical understanding and practical application of core coaching skills as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach employability. Portfolio work will see students demonstrating personal and professional skills across the full range of coaching practice within equestrian sport.

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

Graduates will have a personal coaching philosophy grounded in the programme's core concerns of reflection upon both practice and 'self', contextual to the needs of the equestrian athlete. The graduate has demonstrated key academic skills whilst investigating a self-chosen area of coaching practice research.

### Part 3: Programme Structure for: BSc (Hons) Equestrian 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 in addition to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory and optional modules

		Compulsory Modules	Optional Modules	Awards
	Foundation Year	Not applicable	Not applicable.	
	Year 1	Coaching and Teaching Portfolio (Theory) (HSPV9Q-30-4) Introduction to Equestrian Sport (HEQXN7-30-4) Equine Structure and Function (HEQXN4-30-4) Equitation (HEQXN6-15-4) Introduction to Sport and Exercise Psychology (HSPXLE-15-4)	Not applicable.	<u>Cert Equine Studies</u> <u>CertHE Equine Studies</u>
	Year 2	Coaching and Teaching Portfolio (Pedagogy) (HSPVA5-30-5) Undergraduate Research Process (HANXU5-15-5) Horse and Rider Performance (HEQXRH-30-5)	Students are normally required to select 45 credits from the optional year 2 modules listed below:  Advanced Equitation (HEQXR5-15-5) Sport Psychology (HSPXRV-15-5) Ground Schooling and Rehabilitation (HEQXRE-15-5) Inclusive Practitioner (HSPV9S-15-5) Independent Report (HANXRX-15-5) International Academic Study Portfolio (HANXRP-15-5) International Academic Study Project (HANXRQ-30-5) International Academic Study Extended Project (HANXRR-45-5) Study Trip (HSPXS6-15-5)	<u>DipHE Equine Studies</u>  <u>BSc Equestrian Sport Coaching</u> Must include Coaching and Teaching Portfolio (Theory), Coaching and Teaching Portfolio (Pedagogy), and Coaching and Teaching Portfolio (Reflection)  <u>BSc Equestrian Sport Coaching (IP)</u> Must include Coaching and Teaching Portfolio (Theory), Coaching and Teaching Portfolio (Pedagogy), and Coaching and Teaching Portfolio (Reflection), and Integrated Placement Year  <u>BSc Equestrian Sports Studies</u>  <u>BSc Equestrian Sports Studies (IP)</u> Must include Integrated Placement Year
	Optional Year	Integrated Placement Year (HANVK6-15-5)		<u>BSc (Hons) Equestrian Sport Coaching</u> Must include all compulsory modules.
	Year 3	Coaching and Teaching Portfolio (Reflection) (HSPVAJ-30-6) Undergraduate Dissertation (HANV3R-45-6)	Students are normally required to select 45 credits from the optional year 3 modules listed below:  Advances in Horse and Rider Performance (HEQV4G-30-6) Contemporary Issues in Equestrian Sport (HEQV4H-15-6) Contemporary Issues in Sports Education (HSPV3V-15-6) Sport Psychology in Action (HSPV4A-15-6) High Performing Teams (HSPVA7-15-6)	<u>BSc (Hons) Equestrian Sports Coaching (IP)</u> This must include all compulsory modules and Integrated Placement Year.

#### 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)	Introduction to Equestrian Sports	Equitation	Introduction to Sport Psychology	Equine Structure and Function	Coaching and Teaching Portfolio (Pedagogy)	Advance Equitation	Undergraduate research process	Horse and rider Performance	Ground Schooling and rehabilitation	Inclusive Practitioner	Sport Psychology	Independent Report	Study trip portfolio	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Integrated Placement Year	Undergraduate Dissertation	Coaching and teaching Portfolio (Reflection)	Advances in horse and rider performance	Contemporary Issues in Equestrian Sport	Contemporary Issues in Sports Education	High Performing Teams	Sport Psychology in Action
<b>A) Knowledge and understanding of:</b>																									
1. Fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of equestrian contexts	✓					✓								✓				✓		✓		✓	✓		
2. Technical and tactical principles of equestrian sports	✓	✓	✓			✓	✓		✓					✓				✓		✓	✓	✓			✓
3. Current developments in equine performance and related disciplines which would combine to support continuing best practice.		✓	✓		✓		✓		✓	✓		✓		✓						✓	✓				✓
4. The role of the coach within equestrian organisations from elite teams, riding clubs and grassroots	✓	✓							✓					✓				✓			✓	✓			
5. The importance of combining academic and applied knowledge to develop competency in the subject specific/professional/practical skills required to gain employment in the equine industry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
<b>(B) Intellectual Skills:</b>																									
1. Synthesise areas of sport science, such as performance analysis and sport psychology, to inform coaching practice and develop underpinning knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓
2. Undertake critical reflection on own practice, forming coaching beliefs and values, whilst analysing and mentoring peers as part of a programme-facing community of practice	✓					✓				✓				✓				✓	✓						✓
3. Apply understanding of equestrian athlete management utilising a humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders	✓	✓	✓			✓			✓	✓		✓		✓				✓		✓	✓	✓	✓		✓
<b>C) Subject/Professional/Practical Skills:</b>																									

## Part 4: Learning Outcomes of the Programme

1. Develop core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations.	√					√	√							√			√		√	√		√	√
2. Teach technical and tactical skills applying principles of learning and principles of training for horse and rider.	√	√	√			√	√		√	√				√			√		√	√	√		
3. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with a strong awareness of the contextual nature of teaching and learning concepts within equestrian sports.	√			√		√	√							√			√	√	√	√	√	√	√
4. Plan, organise and deliver coaching sessions to a variety of equestrian athletes.	√					√								√			√						
5. Manage, motivate and mentor equestrian athletes as well as peers	√	√	√			√	√		√	√				√				√	√	√			
(D) Transferable skills and other attribute:																							
1. Utilise problem solving skills in a variety of theoretical and vocational situations.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
2. Manage time, prioritise workloads, recognise and manage personal emotions and stress.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
3. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
4. Recognise the needs, priorities and goals of learning and practice.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
5. Use information management skills effectively, for example information technology and library resources, to enable published work to be both accessed, used and presented efficiently.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
6. Understand career opportunities within the area of equestrian sports coaching, including academic progression and industry employment and begin to develop a career path.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
7. Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel; including clients, peers, colleagues and managers within the equine industry.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√
8. Transfer skills and knowledge across a range of settings.	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	√

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

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

There is a policy for a minimum average requirement of 15 hours 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-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) Equestrian Sports Coaching programme, teaching is a mix of scheduled and independent learning. Staff understand that students learn through a variety of styles, therefore a range of methods are used. These include, but are 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.

#### ***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.

#### ***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.

#### ***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.

#### ***Placement Learning***

Will include an optional placement year between the second and third year of the programme. By the end of the course, these students will have benefitted from completing work experience with opportunities to reflect upon their personal development and improving levels of skills relevant to their programme. This experience will give each student a valuable insight into different aspects of industry (national or international) and may have helped formulate ideas of possible careers available following graduation.

#### ***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 institution 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***

To support learners' career preparations, careers personnel are available, and students can access online resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

### Description of any Distinctive Features

The programme and module learning outcomes are mapped directly to employment and employability standards described by National Occupational Standards. Furthermore, the design of the programme has been matched to current professional governing body UK Coaching. For example, in line with the UK Coaching, 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.

The BSc (Hons) Equestrian Sports Coaching directly addresses employer and industry needs with modules delivering employability 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 riders in a practical environment).

Staff contributing to the programme have 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 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 equestrian 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 provides a course experience directed to appreciating work place 'skills in' coaching.

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 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 equestrian coach. The institution commits to providing added value for its students in terms of coaching awards, collaborations with practising coaches and off-site visits.

Those students that wish to develop their vocational skills can do so by completing 40 weeks in placement, as part of a placement award.

Physical resources will also be fully utilised and integrated to support the delivery of this programme and the acquisition of industry standard practical skills enabling our students to lead the way in the coaching of equestrian sports. These resources include:

- Two World Class Championship arena (indoor and outdoor)
- Two outdoor arenas
- Two indoor arenas (60m x 24m, 60m x 21m)
- Horse trials courses and cross-country schooling field
- Stabling for over 200 horses
- Equine Veterinary and Therapy Centre including:
  - Water treadmill
  - High speed treadmill
  - Diagnostic equipment including digital radiography, video endoscope, ECG etc.
  - Electrotherapy equipment
- The International Equine Arena also includes:
  - 70 x 40 metre competition arena
  - additional indoor warm up facilities
  - seating for six hundred spectators
  - panoramic restaurant



## Part 6: Assessment

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

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

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. 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 and coaching flatwork, jumping, groups and individuals to suit industry requirements.

A key feature of the BSc (Hons) Equestrian Sports Coaching is the assessed portfolios, completed during 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 (Zubizarreta, 2013). Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose (Guise, Scott and Holt, 2013), thus continually becoming a more appropriately qualified practitioner (Sport Coaching Framework, 2013). Therefore, coaching portfolio assessments will comprise: 2 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.

## Assessment Map

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

### Assessment Map for BSc (Hons) Equestrian 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 Level 4	Coaching and Teaching Portfolio (Theory)				A (50)		B (50)				
	Introduction to Sport and Exercise Psychology	A (100)									
	Introduction to Equestrian Sport		A (50)					B (50)			
	Equine Structure and Function										A (100)
	Equitation	A (50)						B (50)			
Compulsory Modules Level 5	Coaching and Teaching Portfolio (Pedagogy)										A (100)
	Horse and Rider Performance						A (40)	B (60)			
	Undergraduate Research Process								A/B (100)		
Optional Modules Level 5	Advanced Equitation	A (100)									
	Inclusive Practitioner						A (50)	B (50)			
	Sport Psychology							A (100)			
	Independent Report							A (100)			
	Ground Schooling and Rehabilitation					A (60)		B (40)			
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
	International Academic Study Extended Project						A (25)				B (75)

	Study Trip					A (100) G				
Optional Year	Integrated Placement Year									A (100)
Compulsory Modules Level 6	Coaching and Teaching Portfolio (Reflection)					A (50)				B (50)
	Undergraduate Dissertation								A (100)	
Optional Modules Level 6	Advances in Horse and Rider Performance					A (60)	B (40)			
	Contemporary Issues in Equestrian Sport					A (25)	B (75)			
	Contemporary Issues in Sports Education					A (50)		B (50)		
	Sport Psychology in Action						A (100)			
	High Performing Teams			A (100)						

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

## Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institution's website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.


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

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) Equestrian Sports Coaching
<b>Programme Code:</b>	DC4F/ BSHEESCX
<b>Initial Approval Date:</b>	1 <sup>st</sup> September 2017
<b>Approved by:</b>	Hartpury Curriculum Approval Committee
<b>Approved until:</b>	01 September 2023
<b>Original version number:</b>	V1.0

**Changes:**

<b>Current version number: 4.2</b>	
<b>Outline Change Details:</b> In Part 3, 4 and 6: Remove HSPVA3-15-5 Pedagogy in Action from L5 optional modules. Add HANXRX-15-5 Independent Report to L5 optional modules.	
<b>Material Alteration: No</b>	
<b>Rationale:</b>  Pedagogy in Action overlaps in content and delivery with Coaching and Teaching Portfolio (Pedagogy) at the same level and therefore an improved option of Independent report will enable students to broaden their optional modules at level 5.	
<b>Module description for Course Information Sheets:</b> Optional Module	
<b>Change requested by: Rachel Collins</b> ✓ I can confirm that all programme managers have been consulted and support this change I can confirm that student representatives have been consulted about this change I have retained evidence of this consultation which has been placed in the Module File	
<b>Signature:</b> R. Collins	<b>Date:</b> 01/10/2020
<b>Name of Head of Department: Catherine Porter</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department;	
<b>Signature:</b> 	
<b>Date:</b> 02/10/2020	
<b>Approval Committee and Date:</b>	CSP Chair's action 2020 10 06
<b>Change approved with effect from:</b>	01 September 2020
<b>Resulting new version number:</b>	4.4 (2019 intake)

<b>Current version number: 4.1</b>
<b>Outline Change Details:</b>

<p>Parts 3, 4, 5 &amp; 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment.</p> <p>Assessment for module Ground Schooling and Rehabilitation changed to 60% practical skills assessment, 40% written assignment. Sport Psychology changed from 100% portfolio to 100% written assignment.</p>	
<b>Material Alteration: Yes</b>	
<b>Rationale: to ensure accuracy</b>	
<p><b>Change requested by: CVC</b></p> <p>n/a I can confirm that student representatives have been consulted about this change</p> <p>n/a I can confirm that colleagues impacted by this change have been consulted</p> <p>n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report</p>	
<b>Date: 30/07/2020</b>	
<b>Approval Committee and Date:</b>	CVC Chair's action 2020 08 13
<b>Change approved with effect from:</b>	1 September 2020
<b>Resulting new version number:</b>	4.2 (2019 intake)

<b>Current Version number: V4.0</b>	
<b>Rationale:</b> To ensure accuracy of information	
<b>Material Alteration:</b> No	
<p><b>Outline Change Details:</b> 1. Update interims</p> <p>2. Part 6 amended to show Undergraduate Research Process correctly.</p>	
<b>Change requested by:</b>	Academic Registrar
<b>CVC approval date:</b>	CSP Chair's Action 11-5-2020
<b>Change approved with effect from:</b>	01 September 2020
<b>New version number:</b>	4.1 (2019+ intake)

### Version 3.0

<p><b>Rationale:</b> Changes to sport modules following PCR. Advanced equitation - altered assessment strategy to one point of assessment 100% written exam. Removal of optional modules that are no longer running by the sports department and that do not fully meet the programme aims.</p>	
<b>Material Alteration: Yes and Course Information Sheet amended appropriately: Yes</b>	
<p><b>Outline Change Details:</b></p> <p>Name change to the three Coaching Portfolio modules.</p> <p>Additional modules:</p> <p>Level 5</p> <p>Inclusive Practitioner</p> <p>Pedagogy in Action</p> <p>Level 6</p> <p>High Performing teams</p> <p>Removal of modules:</p> <p>Level 5</p> <p>Equine Biomechanics</p> <p>New Venture Creation</p> <p>The Reflective Coach</p> <p>Sport Science for coaches</p> <p>Advanced Equitation – assessment change to one point of assessment (written exam)</p>	
<b>Change requested by:</b>	Victoria Lewis
<b>CVC approval date:</b>	27 February 2019
<b>Change approved with effect from:</b>	1 <sup>st</sup> September 2019 (2019 intake)

<b>New version number:</b>	4.0
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#### Version 2.1

<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. Award Titles amended to replace (SW) with (IP). 3. Removed BUWE B80 4. 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>	3.0

#### Version 2.1

<b>Rationale:</b> Because of increasing cohort size on ESS & ESC, and the addition of the new MSci ST Equestrian programme to the module, the current assessment strategy is considered ineffective. Furthermore, ESS lacks individual presentations at second year with multiple orals in final year which has created a mis-match in assessment strategy, and ST (E) and ESC are both programmes where oral communication skills are competencies required for successful careers.	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: No	
<b>Outline Change Details:</b> Horse and Rider Performance HEQXRH-30-5 altering assessment strategy to include 40% Oral Presentation and 60% Written Assignment.	
<b>Change requested by:</b>	Emma Davies
<b>CVC approval date:</b>	01 March 2018
<b>Change approved with effect from:</b>	1 <sup>st</sup> September 2018
<b>New version number:</b>	2.1

#### Version 2.0

<b>Rationale:</b> Allow students to explore wider opportunities and internships during a SW placement.	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Yes	
<b>Outline Change Details:</b> Addition of an optional placement Year between year 2 and 3 and create awards BSc Equestrian Sport Studies (SW), BSc Equestrian Sports Coaching (SW) and BSc (Hons) Equestrian Sports Coaching (SW). Also to remove the entry requirement for Biological Sciences within the Course Information Sheet.	
<b>Change requested by:</b>	Victoria Lewis
<b>CVC approval date:</b>	13 February 2018
<b>Change approved with effect from:</b>	1 <sup>st</sup> September 2018
<b>New version number:</b>	2.0