



Programme Specification

Part 1: Basic Data			
Primary Programme Title	FdSc Sports Studies		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
Foundation Degree Science in Sports Studies	Full time, 2 years	None	None
Interim Award Titles	Certificate in Academic Skills Undergraduate Certificate in Sport Studies Certificate of Higher Education in Sport Studies		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	University Centre Weston		
Delivery Location	University Centre Weston		
Department Responsible for Programme	Sport		
Unit-E Code	FDSSWSSX		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the UCW website		
Most Recent Validation Date	28 March 2022	Due for Re-validation By	01 September 2027
Amendment Approval Date		Approved with Effect From	V2.0 – 01 September 2022
Professional Accrediting Body Approval Date	N/A	Date for Re-accreditation	N/A
Version	2.0		

Part 2: Programme Overview

An FdSc Sports Studies graduate has successfully completed both a combination of theoretical and skills learning alongside work-based learning.

Graduates have experienced the responsibilities of work-based learning first hand, for example: mentoring and liaison with external sport related agencies to design, execute and appraise projects and the associated demands associated with them. The work-based learning will have been where the sports industries are applied and/or sports educational processes take place. They are 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 on the primary programme**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury University Academic Regulations
- module diet, including core and optional modules.

Please note:

*PAB – these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ Non-condonable – these core modules are not able to be condoned

	Core Modules	Optional Modules	Target and Interim Awards
Stage 1	WSPVD4-30-4 Sports Studies Work Experience 1 ⁺ WSPVDY-30-4 Strength and Conditioning WSPVF7-30-4 Sports Coaching WSPVFK-15-4 Psychology of Sports Performance WSPVCR-15-4 Performance Analysis Fundamentals		<u>Certificate in Academic Skills</u> <u>Undergraduate Certificate in Sport Studies</u> <u>Cert HE Sport Studies</u>
	To progress to stage 2 you must achieve at least 90 credits.		
Stage 2	WSPVCP-15-5 Sports Studies Work Experience 2 ⁺ WSPVD5-30-5 Sports Entrepreneurship WSPVE3-30-5 Sports, Exercise and Health Pedagogies WSPVF8-15-5 Sports Injuries and Rehabilitation WANVF6-15-5 Research Methods	WSPVFL-15-5 Principles of Sports Nutrition WANVFJ-15-5 Data Analysis WANVFW-15-5 Independent Report	<u>FdSc Sports Studies</u> Credits must include all core modules.

Part time:

The part time student journey from entry through to graduation is individually negotiated with the student.

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.
A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

Learning Outcomes:	Sports Studies Work Experience 1	Strength and Conditioning	Psychology of Sports Performance	Performance Analysis	Sports Coaching	Sports Studies Work Experience 2	Sports Entrepreneurship	Sports, Exercise and Health Pedagogies	Sports Injuries and Rehabilitation	Research Methods	Principles of Sports Nutrition	Data Analysis	Independent Report
(A) Knowledge and understanding of:													
1. Organisations and structures responsible for sport and the political ramifications arising from these	A					A	A	A					
2. Social, economic and political theory to explain the development and differentiation of sport through society					A		A						A
3. The application of social and cultural meanings attached to sport and their impact on participation and regulation	A				A	A		A					A
4. Theories, concepts and principles of practice through generic management of sports facilities, events and within educational settings	A					A	A						A
5. The concepts of 'hazard' and 'risk'	A	A			A	A							
6. Strategic planning and development of planning skills in analysing, understanding and addressing the development needs and intentions of sports organisations and communities	A					A	A	A					A
7. Sport development and facilitation principles in at least one vocational context	A				A	A							
8. Anatomy and physiology underpinning human structure and function, within a vocational strength and conditioning context		A						A	A		A		
9. The skills required to monitor and evaluate human responses to sport and/or exercise		A	A	A	A	A		A			A		
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			A								A		A

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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		A							A		A		A
12. Pedagogical knowledge of both education and support work within an educational setting					A	A		A					A
13. The limits of knowledge gained, and how this influences analyses and interpretations based on that knowledge				A		A	A	A	A	A	A	A	A
(B) Intellectual Skills													
1. Recognise and apply subject specific theories, concepts and principles	A	A	A	A	A	A	A	A	A	A	A	A	A
2. Reason critically and engage in analytical and imaginative enquiry in identifying and solving conceptual and practical problems				A		A	A			A		A	A
3. Analyse and interpret information and evidence to support the development of advanced knowledge, skills and understanding				A						A	A	A	A
4. Apply knowledge and critical understanding to solving problems				A		A	A	A		A	A	A	A
5. Formulate reasoned responses to the critical judgments of others		A	A		A	A		A		A		A	A
6. Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct				A	A		A	A	A				A
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		A							A		A		A
8. Take responsibility for own continued professional development	A	A	A		A	A	A	A	A				A
(C) Performance and Practice													
1. Analyse and report sport studies investigations using both primary and secondary data.				A		A			A	A	A	A	A

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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.	A	A			A	A		A	A				
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.		A								A	A	A	A
4. Appreciate the need for professional codes of conduct.	A	A	A	A	A	A	A	A	A	A	A	A	A
5. Plan, design and review sports studies programmes and sports education practices in relation to the needs of the client, setting or educational context.	A	A	A		A	A		A					
6. Present and reference work in an appropriate manner.	A	A	A	A	A	A	A	A	A	A	A	A	A
7. Reflect on academic and professional experience and embrace the concept of continuing profession development through professional development planning.	A					A							
(D) Setting, Personal and Enabling Skills													
1. Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.	A	A	A	A	A	A	A	A	A	A	A	A	A
2. Elicit appropriate knowledge from a range of disciplines to articulate well-reasoned argument within the field of sport studies.	A	A	A				A			A	A	A	A
3. Effectively communicate information, arguments, and analysis of both primary and secondary data at a professional level in work related context.				A		A				A	A	A	A
4. Communicate, work with others as part of a team, and solve problems within the academic and vocational work-based context.	A	A	A	A	A	A	A	A	A	A		A	
5. Effectively apply transferable skills, assume responsibility and make decisions in an academic and work-based environment.	A	A	A	A	A	A	A	A	A	A		A	

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6. Demonstrate personal qualities and attitudes consistent with professional employment in Sports Studies context and related sectors following current practice within the fields of both sport and education.	A	A	A	A	A	A	A	A	A	A	A	A	A
7. Demonstrate the ability to discuss, plan and manage change within a professional context.	A					A							
8. Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.	A	A		A	A	A		A	A				A
9. Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.	A	A	A	A	A	A	A	A	A	A	A	A	A

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

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 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.

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.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to the Hartpury University support services.

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

Part 5: Learning, Teaching and Assessment

Professional Accrediting Body documents to which this programme is mapped and or aligned:
N/A

Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 1	Sports Studies Work Experience 1			B (60) Industry Experience Portfolio					A (40) Oral Presentation with Questions
	Strength and Conditioning	B (60) Coursework				A (40) Test			
	Sports Coaching		B (60) Report					A (40) Practical Skills Assessment	
	Psychology of Sports Performance		B (60) Case Study Report						A (40) Poster Defence
	Performance Analysis Fundamentals		B (50) Report						A (50) Oral Presentation with Questions
Core Modules Stage 2	Sports Studies Work Experience 2		B (50) Report						A (50) Oral Presentation with Questions
	Sports Entrepreneurship		B (50) Project Report						A (50) Oral Assessment
	Sports, Exercise and Health Pedagogies			B (60) Reflective Portfolio				A (40) Practical Skills Assessment	
	Sports Injuries and Rehabilitation		B (50) Report			A (50) Test			
	Research Methods		B (50) Report			A (50) Fixed-Time Test			
Optional Modules Stage 2	Principles of Sports Nutrition		B (50) Report						A (50) Poster Defence
	Data Analysis			A1 (50) Portfolio		A2 (50) Fixed-Time Test			

	Independent Report		B (75) Literature Review						A (25) Oral Presentation
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* Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of **Coursework**, **Written Examination**, or **Practical Examination** as indicated by the colour coding above.

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 they take 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 Hartpury's website (www.hartpury.ac.uk).



Approved Programme Amendment Log

Primary Programme Title:	FdSc Sports Studies
Programme Code:	FDSSWSSX
Initial Approval Date:	10 July 2019

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

Current version number: 1.1	
Outline Change Details: Document amended to meet requirements of the new 2022 template and assessment terminology updated to reflect new titles.	
Material Alteration: No	
Rationale: As part of the curriculum refresh.	
<p>Change requested by: Joel Powis 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</p>	
	
Signature:	Date: 21/03/2022
<p>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</p>	
Signature: S Lee	Date: 21/03/2022
Approval Committee and Date:	CSP Chair's action 2022 03 28
Change approved with effect from:	01 September 2022
Resulting new version number:	2.0 (2021 intake onwards)

Current version number: 1.0	
Outline Change Details: Part 6: Changes to assessment map to reflect changes to assessments and weighting for Sport Studies Work Experience 2 module.	
Rationale: 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.	
<p><input checked="" type="checkbox"/> Change requested by: Spencer Frost 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</p>	

<input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: 	Date: 24.2.20
Name of Head of Department: Joel Parker	
<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	
Signature: 	Date: 24.2.20
Approval Committee and Date:	CVC 2020 02 25
Change approved with effect from:	1 September 2020
Resulting new version number:	1.1

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