

Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Sports Coaching		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
BSc (Hons) Sports Coaching	Stage 0 entry: Full time, 4 years Part time, 8 years Stage 1 entry: Full time 3 years full time, Part time 6 years	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Credit recognition
Interim Award Titles	BSc Sports Coaching BSc Sport Studies Diploma of Higher Education in Sport Studies Diploma of Higher Education in Sports Coaching Certificate of Higher Education in Sport Studies Certificate of Higher Education in Sports Coaching Undergraduate Certificate in Sport Studies Certificate in Academic Skills Higher Education Foundation Certificate in Academic Skills		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Sport		
Unit-E Code	BSHSSPCX		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk)		
Most Recent Validation Date	21 March 2022	Due for Re-validation By	01 September 2027
Amendment Approval Date	V8.1 – 21 July 2022	Approved With Effect From	V8.1 - 01 September 2022
Professional Accrediting Body Approval Date	09 January 2021	Date for Re-accreditation	None
Version	8.1		

Part 2: Programme Overview

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. Graduates 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

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 0	HANV8B-30-3 Academic Skills in Practice HANV8E-30-3 Foundation Biological Principles HANVG4-15-3 Foundation Skills Development OR HANV8A-30-3 Foundation Skills Development <i>Pre-2022 only</i> HANVG3-30-3 Foundation Sports Science OR HANV8F-15-3 Foundation Sports Science <i>Pre-2022 only</i> HANV8C-15-3 Reviewing Literature	None	<u>Higher Education Foundation Certificate in Academic Skills</u> <u>Certificate in Academic Skills</u>
	To progress to stage 1 you must achieve at least 90 credits.		
Stage 1	HSPV9Q-30-4 Coaching and Teaching Portfolio (Theory) ⁺ HSPXL5-15-4 Comparative Sport Study HSPXL7-15-4 Introduction to Exercise Physiology HSPXLE-15-4	None	<u>Undergraduate Certificate in Sport Studies</u> <u>Certificate of Higher Education in Sport Studies</u> <u>Certificate of Higher Education in Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory)

	<p>Introduction to Sport and Exercise Psychology</p> <p>HSPXM9-15-4 Introduction to the Sports Industry</p> <p>HSPVC4-30-4 The Sport and Exercise Professional</p>		
	To progress to stage 2 you must achieve at least 90 credits at Stage 1. This must include HSPV9Q-30-4 Coaching and Teaching Portfolio (Theory) ⁺		
Stage 2	<p>HSPVA5-30-5 Coaching and Teaching Portfolio (Pedagogy)⁺</p> <p>HSPXRT-15-5 Coaching Children</p> <p>HSPV5Y-30-5 The Sport and Exercise Scientist</p>	<p>HSPVC5-15-5 Applied Performance Analysis</p> <p>HSPXS5-15-5 Health Related Exercise</p> <p>HSPXTX-15-5 New Venture Creation</p> <p>HSPXRV-15-5 Sport Psychology</p> <p>HSPV9S-15-5 The Inclusive Practitioner</p> <p>HSPV6J-15-5 Youth Physical Development</p>	<p><u>Diploma of Higher Education in Sport Studies</u></p> <p><u>Diploma of Higher Education in Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory) and Coaching and Teaching Portfolio (Pedagogy)</p>
	To progress to stage 3 you must achieve at least 210 credits. This must include Coaching and Teaching Portfolio (Pedagogy) ⁺		
Stage 3	<p>HSPVAJ-30-6 Coaching and Teaching Portfolio (Reflection)⁺</p> <p>HSPVA7-15-6 High Performing Teams</p> <p>HSPVQA-45-6 Sport Research and Knowledge Exchange Project OR HANV3R-45-6 Undergraduate Dissertation</p>	<p>HSPV3V-15-6 Contemporary Issues in Sports Education</p> <p>HSPVA9-15-6 Performance Analysis in Practice</p> <p>HSPV55-15-6 Special Populations</p> <p>HSPV43-15-6 Sport and Social Media</p> <p>HSPV4A-15-6 Sport Psychology in Action</p>	<p><u>BSc Sport Studies</u></p> <p><u>BSc Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory), Coaching and Teaching Portfolio (Pedagogy) and Coaching and Teaching Portfolio (Reflection).</p> <p><u>BSc (Hons) Sports Coaching</u> This must include all core modules.</p>

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:	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	Sport Research and Knowledge Exchange 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 and Social Media	Special Populations
A) Knowledge and Understanding of:																							
1. Fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of contexts	A						A	A			B		B				A						B
2. Technical and tactical principles of a range of sports / game types	A						A	A			B						A						
3. Skills that reflect academic developments in the sports / coaching / teaching industries and current best practice including effective communication of information, arguments and analysis	A	B		B			A	A	B				B				A						
4. Moral, ethical and sociological issues within sports coaching, and the influence individuals can have on the world around them.						A							B							B			
5. Contemporary issues within sports coaching, including sport policy, governance, sustainable development and commercial aspects of the coaching industry				A		A							B							B			
6. The role of the coach within sports organisations from elite sports clubs, national governing bodies		B		A					B				B					A					

and local authorities, constructing sports partnerships and managing / deploying staff																					
7. How sports science disciplines interact to improve performance			B		B				B		B	B		B				A	B		B
B) Intellectual Skills																					
1. Appraisal and evaluation of key issues in sports development with core knowledge of the sports and teaching industries				A		A							B		B					B	
2. Synthesise areas of sports science to inform coaching practice and develop underpinning knowledge		B	B		B					B	B			B				A	B		B
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	A						A											A			
4. Applied understanding of athlete management with humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders		B							B		B							A			
C) Subject/Professional/Practical Skills																					
1. Development of core coaching capabilities including the principles of session management, health and safety, communication, feedback, demonstrations and working in a team.	A			A		A	A		B									B			
2. Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning							A			B											
3. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts	A						A	A				B						A		B	
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								A			B		B	B				A		B	
5. Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice.	A						A	A										A			
6. Manage, motivate and mentor near peer student coaches in a range of contexts both on site and in the community	A	B					A		B									A	B		
7. Evidence continued professional development activities	A	A					A		A												
D) Setting, Personal and Enabling Skills																					
1. Development of undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes		A							A									B			

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									A								B						
3. Critically appraise current practice and literature, synthesising information from a range of sources; undertake systematic rigorous research to underpin discipline specific best practice									A								B	A	A				
4. Professional and graduate skills enhanced through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness and wellbeing	B							B		B								A	A				

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

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.

Stages 1 to 3:

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) Sports Coaching degree 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 access academic and practical skills workshops through the Achievement and Success Centre at Hartpury.

Part 5: Learning, Teaching and Assessment

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.

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:

Coaching and Teaching Portfolio (Reflection)

Professional Accrediting Body documents to which this programme is mapped and or aligned: CIMSPA PROFESSIONAL STANDARD - COACH

Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 0	Foundation Skills Development					A (25) In-Class Test		B (75) Graduate Skills Logbook	
	Academic Skills in Practice		B (60) Report					A (40) Practical Assessment Series	
	Reviewing Literature		A1 (20) Project Report A2 (80) Literature Review						
	Foundation Biological Principles					B (50) Test Series		A (50) Practical Skills Logbook	
	Foundation Sports Science				B (50) Written Examination				A (50) Oral Presentation with Questions
Core Modules Stage 1	Coaching and Teaching Portfolio (Theory)			B (50) Coursework Portfolio					A (50) Oral Presentation
	The Sport and Exercise Professional							B (75) Practical Assessment Series	A (25) Group Oral Presentation individually marked
	Introduction to Sport and Exercise Psychology	B (50) Essay			A (50) Unseen Fixed-Time Test				

	Introduction to the Sport Industry		B (75) Project Report						A (25) Group Oral Presentation with Questions individually marked
	Introduction to Exercise Physiology				A2 (40) Written Examination	A1 (10) In-Class Test		B (50) Group Practical Skills Assessment individually marked	
	Comparative Sports Study		B (25) Report						A (75) Group Oral Presentation with Questions individually marked
Core Modules Stage 2	Coaching and Teaching Portfolio (Pedagogy)			B (60) Coursework Portfolio			A (40) Practical Examination		
	Coaching Children							A (100) Practical Skills Logbook	
	The Sport and Exercise Scientist	A (50) Coursework						B (50) Practical Assessment Series	
Optional Modules Stage 2	New Venture Creation								A (100) Group Oral Presentation with Questions individually marked
	Youth Physical Development								A (100) Group Oral Presentation with Questions individually marked

	Sport Psychology	A (100) Essay							
	The Inclusive Practitioner		B (50) Literature Review						A (50) Group Oral Presentation with Questions individually marked
	Applied Performance Analysis							B (60) Practical Skills Assessment	A (40) Oral Presentation with Questions
	Health Related Exercise			B (50) Coursework Portfolio	A (50) Written Examination				
Core Modules Stage 3	Sport Research and Knowledge Exchange Project		A (75) Project Report						B (25) Oral Assessment
	OR Undergraduate Dissertation		A (100) Project Report						
	Coaching and Teaching Portfolio (Reflection)			B (50) Coursework Portfolio					A (50) Oral Assessment
	High Performing Teams					A (100) Case Study Test			
Optional Modules Stage 3	Special Populations		A (100) Case Study Report						
	Performance Analysis in Practice								A (100) Poster Defence
	Contemporary Issues in Sports Education		B (50) Report						A (50) Poster Presentation
	Sport Psychology in Action	A (100) Essay							

	Sport and Social Media		A (100) Project Report						
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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 either **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:	BSc (Hons) Sports Coaching
Programme Code:	BSHSSPCX
Initial Approval Date:	01 September 2017

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


22/09/2022

Part 3 Programme Structure - Stage 0 / Level 3 transition modules added, as previously omitted in error.
 Part 5: Assessment Map - Assessment for Level 6 core module High Performing Teams amended from Seen Case Study Written Examination to Case Study Test, in line with module amendment.
 Approved by CSP Chair's action 2022 09 22

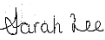
Current version number: 8.0	
Outline Change Details: Part 5: Assessment Map – Introduction to Exercise Physiology assessment changed from two in-class tests and a written examination (all Component A) to in-class test (10%) and written examination (40%) (Component A) and Group Practical Skills Assessment individually marked (50%) (Component B), in line with module amendment.	
Material Alteration: Yes	
Rationale: to reflect module amendment.	
Change requested by: CVC N/A I can confirm that student representatives have been consulted about this change N/A I can confirm that colleagues impacted by this change have been consulted N/A I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Date: 21/07/2022	
Approval Committee and Date:	CVC 2022 07 21
Change approved with effect from:	01 September 2022
Resulting new version number:	8.1 (2020 intake onwards)

Current version number: 7.0	
Outline Change Details: Document amended to meet requirements of new 2022 template. Parts 3, 4 and 5: HSPVQA-45-6 Sport Research and Knowledge Exchange Project added as Level 6 core module. HANXRR- 45- 5 International Academic Study Extended Project, HANXRP- 15- 5 International Academic Study Portfolio and HANXRQ- 30- 5 International Academic Study Project removed as Level 5 optional modules. Addition of “, and the influence individuals can have on the world around them.” to Learning Objective “Understanding of moral, ethical and sociological issues within sports coaching, and the influence individuals can have on the world around them. “ Addition of “sustainable development” to Learning Objective “Develop knowledge of contemporary issues within sports coaching, including sport policy, governance, sustainable development and commercial aspects of the coaching industry. Parts 1 and 3 – interim awards updated, including addition of new 30 credit Certificate in Academic Skills. Part 5 - assessment for Level 5 core module The Sport and Exercise Scientist changed from 100% practical exam to 50% coursework, 50% practical; Foundation Biological Principles Component A changed from written report to practical skills logbook, Component B changed from coursework to written exam (test series).	
Material Alteration: Yes and is accompanied by the relevant course information document.	
Rationale:	

Revised as part of the Refresh 22 process	
Change requested by: Matt Coldrey	
<input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: M.Coldrey	Date: 16-11-21
Name of Head of Department: Sarah Lee	
<input 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	
Signature: S Lee	Date: 18/01/2022
Approval Committee and Date:	Refresh Approval Panel action 2022 03 21
Change approved with effect from:	01 September 2022 (2020 intake onwards)
Resulting new version number:	8.0

Current version number: 6.0	
Outline Change Details: CIMSPA added as PSRB. Parts 1. 2 and 3: Basic Data, HEAR statement and Programme Structure updated to reflect addition of PSRB.	
Material Alteration: Yes.	
Rationale: To align the programme specification with recent endorsement attained from CIMSPA.	
Change requested by: Matt Coldrey	
<input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: 	Date: 15/09/2021
Name of Head of Department: Sarah Lee	
<input 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	
Signature: Sarah Lee	Date: 15.09.21
Approval Committee and Date:	CVC Chair's action 2021 09 17
Change approved with effect from:	17 September 2021
Resulting new version number:	7.0 (2021 intake onwards)

Current version number: 5.3	
Outline Change Details: Parts 3 and 6 updated in line with module amendments: HANVG4-15-3 Foundation Skills Development Module code changed from HANV8A-30-3 to HANVG4-15-3 - reduced to 15 credits. Assessment component A changed from written exam to in class test. HANVG3-30-3 Foundation Sports Science Module code changed from HANV8F-15-3 to HANVG3-30-3 - increased to 30 credits. Assessment component B changed from in class test to written examination. Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills. Non-honours interim corrected to BSc Sports Coaching.	

Part 3: Programme Structure – credits statement removed from Awards column, in line with current template.	
Material Alteration: Yes	
Rationale: Updated to reflect module changes: modules amended in response to students' request for more subject-specific content in the Foundation year second semester. Interim award: After a review of the interim award titles, it was agreed this revised title provided better clarity.	
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: TJLEGGE Date: 23/02/2021	
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:  Date: 01/03/21	
Approval Committee and Date:	CVC Chair's action 2021 04 26
Change approved with effect from:	01 September 2021
Resulting new version number:	6.0 (2021 intake onwards)

Current version number: 5.1	
Outline Change Details: Part 6: assessment for component A of Foundation Biological Principles amended from practical exam to practical skills assessment; Introduction to Exercise Physiology changed from written exam to in class test (A1 and A2) and written exam (A3); Introduction to Sport and Exercise Psychology Component A changed from written exam to open book exam, Sport Psychology changed from portfolio to written assignment, in line with module amendments. Amended distinctive module used by the Programme Examination board from Undergraduate Dissertation to Coaching and Teaching portfolio (Reflection).	
Material Alteration: No	
Rationale: to ensure accuracy	
Change requested by: CVC n/a I can confirm that student representatives have been consulted about this change n/a I can confirm that colleagues impacted by this change have been consulted n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report Date: 30/07/2020	
Approval Committee and Date:	CVC Chair's action 2020 08 14
Change approved with effect from:	1 September 2020
Resulting new version number:	5.3 (2020 intake)

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	

Lucy Dombell

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:

- Remove 'based' after research in number 3. Better sentence flow.

Programme requirements (HEAR):

- Change sentence: *as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach deployability* to ***This is underpinned by the Professional Coach Standard provided by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)*** – This enables the programme to map current industry requirements and remain contemporary.

Part 3:

Programme Structure:

- 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:

- Add LO #7 to (A) Knowledge and Understanding: *How sports science disciplines interact to improve performance* – 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 syntesising 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

x I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department

Signature:



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

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 1.1 (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:	1.1