

Programme Specification

| Part 1: Basic Data | | | |
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| Primary Programme Title | BSc (Hons) Equestrian Sports Coaching | | |
| Target Award Titles | Mode and Typical Duration of Study | Professional Accrediting Body Links | Study Abroad / Exchange / Credit Recognition |
| BSc (Hons) Equestrian Sports Coaching | Full time, 3 years Part time up to 6 years | None | None |
| BSc (Hons) Equestrian Sports Coaching with integrated placement year | Full time, 4 years Part time up to 7 years | None | 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 Undergraduate Certificate in Equine Studies Certificate in Academic Skills | | |
| Teaching Delivery Method | On-site | | |
| Awarding Institution | Hartpury University | | |
| Teaching Institution | Hartpury University | | |
| Delivery Location | Hartpury | | |
| Department Responsible for Programme | Equine | | |
| Unit-E Code | BSHEESCX | | |
| 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 | 18 May 2022 | Due for Re-validation By | 01 September 2027 |
| Amendment Approval Date | V6.0 – 19 December 2022 V7.0 – 17 March 2023 | Approved With Effect From | V5.0 - 01 September 2022 V7.0 - 01 September 2023 |
| Professional Accrediting Body Approval Date | None | Date for Re-accreditation | N/A |
| Version | 7.0 | | |

Part 2: Programme Overview

BSc Equestrian Sports Coaching graduates will have developed a personal coaching philosophy grounded in reflection upon both practice and 'self', contextual to the needs of the equestrian athlete. They will be optimally placed to positively influence the equine industry as equestrian sports coaches, with a solid underpinning in coaching theory which they can practically apply to a range of coaching scenarios. Graduates will have an applied understanding of equitation science, enabling them to educate horse riders in the use of ethical training methods and principles. Graduates will be able to constructively challenge current practices, communicate information to athletes and clients that they encounter and explore new concepts, in order to safeguard the horse. Graduates will appreciate the complexities involved in facilitating human behaviour change and communicate challenging topics to a range of audiences effectively.

BSc Equestrian Sports Coaching with integrated placement year graduates will have developed a personal coaching philosophy grounded in reflection upon both practice and 'self', contextual to the needs of the equestrian athlete. They will be optimally placed to positively influence the equine industry as equestrian sports coaches, with a solid underpinning in coaching theory which they can practically apply to a range of coaching scenarios. Graduates will have an applied understanding of equitation science, enabling them to educate horse riders in the use of ethical training methods and principles. Graduates will be able to constructively challenge current practices, communicate information to athletes and clients that they encounter and explore new concepts, in order to safeguard the horse. Graduates will appreciate the complexities involved in facilitating human behaviour change and communicate challenging topics to a range of audiences effectively in order to enable change. They will have spent a year working within the industry to develop their application of these 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 1 | HSPV9Q-30-4 Coaching and Teaching Portfolio (Theory) ⁺ HSPXLE-15-4 Introduction to Sport and Exercise Psychology HEQVL3-30-4 Equestrian Practice ⁺ HEQVP9-15-4 Equine Structure and Function OR HEQXN4-30-4 Equine Structure and Function ¹ pre-2022 only HEQV7X-15-4 Introduction to Equestrian Performance OR HEQXN7-30-4 Introduction to Equestrian Sport ¹ pre-2022 only | HEQVQE-15-4 Equitation for Coaches OR HEQVCA-15-4 Equitation (Theory) OR HEQXN6-15-4 Equitation ¹ pre-2022 only | <u>Certificate in Academic Skills</u> <u>Undergraduate Certificate in Equine Studies</u> <u>Certificate of Higher Education Equine Studies</u> |
| | To progress to stage 2 you must achieve at least 90 credits. | | |

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| Stage 2 | <p>HSPVA5-30-5 Coaching and Teaching Portfolio (Pedagogy)⁺</p> <p>HEQVKC-30-5 Research Methods Applied to Equestrian Practice ⁺ OR HANXU5-15-5 Undergraduate Research Process ^{1pre-2022 only}</p> <p>EITHER HEQXRH-30-5 Horse and Rider Performance ^{1pre-2022 only}</p> <p>OR BOTH HEQVMS-15-5 Management of the Performance Horse⁺ AND HEQXRD-15-5 Equine Performance</p> | <p>HSPXRV-15-5 Sport Psychology</p> <p>HANXRX-15-5 Independent Report</p> <p>HSPV9S-15-5 The Inclusive Practitioner</p> <p>HANXRP-15-5 International Academic Study Portfolio</p> <p>HANXRQ-30-5 International Academic Study Project</p> <p>HANXRR-45-5 International Academic Study Extended Project</p> <p>HSPXS6-15-5 Study Trip</p> <p>HEQXR5-15-5 Advanced Equitation ^{1pre-2022 only}</p> <p>HEQXRE-15-5 Ground Schooling and Rehabilitation ^{1pre-2022 only}</p> | <u>Diploma of Higher Education Equine Studies</u> |
| | To progress to stage 3 you must achieve at least 210 credits. | | |
| IPY | HANVK6-15-5 Integrated Placement Year | | |

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| Stage 3 | HSPVAJ-30-6 Coaching and Teaching Portfolio (Reflection) ⁺ | HEQV4H-15-6 Contemporary Issues in Equestrian Sport | <u>BSc Equestrian Sports Studies</u> |
| | HANXKU-15-6 Applied Business Management | HSPV4A-15-6 Sport Psychology in Action | <u>BSc Equestrian Sports Studies with integrated placement year</u> Must include Integrated Placement Year |
| | HEQVKT-45-6 Undergraduate Dissertation ⁺ OR HANV3R-45-6 Undergraduate Dissertation ¹ <i>pre-2022 only</i> | HSPVA7-15-6 High Performing Teams | <u>BSc Equestrian Sports Coaching</u> Must include all Stage 1 and 2 core modules and Coaching and Teaching Portfolio (Reflection) |
| | | HEQV4L-15-6 Equine Ethics and Welfare | |
| | | HEQV4G-30-6 Advances in Horse and Rider Performance ¹ <i>pre-2022 only</i> | <u>BSc Equestrian Sports Coaching with integrated placement year</u> Must include all Stage 1 and 2 core modules and Coaching and Teaching Portfolio (Reflection) and Integrated Placement Year |
| | | HSPV3V-15-6 Contemporary Issues in Sports Education ¹ <i>pre-2022 only</i> | <u>BSc (Hons) Equestrian Sports Coaching</u> Must include all core modules |
| | | | <u>BSc (Hons) Equestrian Sports Coaching with integrated placement year</u> Must include all core 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: 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.

| | Coaching and Teaching Portfolio (Theory) | Equestrian Practice | Introduction to Sport and Exercise Psychology | Introduction to Equestrian Performance or Introduction to Equestrian Sport | Equine Structure and Function | Equitation for Coaches | Equitation (Theory) | Coaching and Teaching Portfolio (Pedagogy) | Management of the Performance Horse or Horse and Rider Performance | Equine Performance or Horse and Rider Performance | Research Methods Applied to Equestrian Practice or Undergraduate Research Process | Sport Psychology | The Inclusive Practitioner | Independent Report | Study Trip | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | Integrated Placement Year | Coaching and Teaching Portfolio (Reflection) | Undergraduate Dissertation | Applied Business Management | Contemporary Issues in Equestrian Sport | Sport Psychology in Action | High Performing Teams | Equine Ethics and Welfare |
|--|--|---------------------|---|--|-------------------------------|------------------------|---------------------|--|--|---|---|------------------|----------------------------|--------------------|------------|--|--------------------------------------|---|---------------------------|--|----------------------------|-----------------------------|---|----------------------------|-----------------------|---------------------------|
| Learning Outcomes: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A) Knowledge and Understanding of: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Coaching pedagogy in a variety of equestrian contexts | A | | B | | | | | A | | | | | | | | | | | | A | | | | | | |
| 2. Evidence-based practice to facilitate optimal management of the horse. | | B | | | B | | | | A | B | A | | | | B | | | | | | | | | | | |
| 3. Application of evidence based practice in equitation science when training the horse. | B | A | | | | A | A | | | B | A | | | | | | | | | | | B | | | | |
| 4. Challenges relating to the sustainable use of the horse within equestrianism and coaching | | B | | B | | | | | A | | | | B | | | | | | | B | | B | | | | B |
| 5. Principles of business management relevant to the equestrian sports coaching sector | | B | | | | | | | B | | | | | | | | | | | | A | | | | | |
| B) Intellectual Skills | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Evaluate current issues in the equine industry from a coaching perspective. | B | B | | | B | | | B | A | | | | | | | | | | | B | | | B | | B | |
| 2. Critically analyse sports coaching research to synthesise arguments to inform current practice. | B | | | | | | | B | | | | | | | | | | | | B | A | B | | | | |

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| 3. Critically reflect on own practice. | B | B | | | | B | | B | | | | | | B | B | B | | A | | | | | | | |
| 4. Critically evaluate athlete management to enable positive relationships to be built and maintained. | B | | B | | | | | B | B | | | B | | | | | | A | | | | B | | | |
| C) Performance and Practice | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Develop inclusive core coaching capabilities which safeguard the horse and rider. | B | | | | | | | B | | | B | | | | | | | A | | | | | | | |
| 2. Coach rider performance, applying the principles of skill acquisition and motor learning | A | | B | | | | | A | | A | | | | | | | | B | | | | | | | |
| 3. Effectively communicate with people in a range of professional environments. | | B | B | | | | | | B | | | | | | B | B | B | B | A | | B | B | | | B |
| 4. Engage with student and qualified coaches in a range of collaborative contexts | B | | | | | | | A | B | A | | | | | B | | | A | | B | B | | B | | |
| 5.Evidence routine engagement with appropriate continued professional development. | A | | | | | | | A | B | | | | | | | | | A | | | | | | | |
| 6. Respond to challenge in a professional and appropriate manner. | | B | | | | | | | A | | | | | | | | | A | | B | | | | B | |
| D) Setting, Personal and Enabling Skills | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Development of core research techniques, through engagement in industry relevant academic enquiry. | | B | | | | | | | B | | A | | | B | | | | | A | | B | | | | |
| 2. Implement discipline specific evidence-based problem-solving strategies | B | | | | | | | | B | | A | | | B | | | | B | A | B | | | | B | |
| 3. Undertake systematic rigorous research to underpin and communicate discipline specific best practice | | B | | | | | | | A | | A | | | B | | | | A | A | | | | | B | |
| 4. Develop a reflective approach when analysing personal effectiveness and be responsible for personal development and wellbeing. | B | B | | | | | | B | | | | | | B | | B | B | B | A | | B | | | | |

Learning, Teaching and Assessment Journey:

Teaching and learning will occur through a mix of scheduled and independent learning. Students learn through a variety of approaches, therefore a range of methods are used within taught delivery. These include, but are not limited to; lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, work-related learning and seminar/discussion sessions centred around current published literature.

A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments related to case study scenarios enabling students to practice developing their skills in varied communication methods to a range of audiences. 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. Through investment in and accumulation of a coaching portfolio students will start to develop their ability to critically reflect and practice with purpose, thus continually becoming a more appropriately qualified practitioner.

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:

None

| Assessment Map | | | | | | | | | |
|--------------------------|---|---------------------|--------|------------------------------|---------------------|-------------------------------|------------------------------|-------------------------------------|--|
| | | Type of Assessment* | | | | | | | |
| | | Coursework | Report | Portfolio | Written Examination | Written Test | Practical Skills Examination | Practical Skills Assessment | Oral Assessment |
| Core Modules Stage 1 | Coaching and Teaching Portfolio (Theory) | | | B (50) Coursework Portfolio | | | | | A (50) Oral Presentation |
| | Equestrian Practice | | | | | | | A (100) Practical Skills Logbook | |
| | Introduction to Equestrian Performance | B (50) Coursework | | | | A (50) Test | | | |
| | Introduction to Sport and Exercise Psychology | B (50) Essay | | | | A (50) Unseen Fixed-Time Test | | | |
| | Equine Structure and Function | | | | | A (100) Test Series | | | |
| Optional Modules Stage 1 | Equitation for Coaches | | | | | | | A (100) Practical Skills Assessment | |
| | Equitation (Theory) | | | A (100) Coursework Portfolio | | | | | |
| Core Modules Stage 2 | Coaching and Teaching Portfolio (Pedagogy) | | | B (60) Coursework Portfolio | | | A (40) Practical Examination | | |
| | Management of the Performance Horse | | | | | | | | A (100) Oral Presentation with Questions |

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| | Equine Performance | A (100) Essay Based on a Case Study | | | | | | | |
| | Research Methods Applied to Equestrian Practice | | | A (100) Coursework Portfolio | | | | | |
| Optional Modules Stage 2 | The Inclusive Practitioner | | B (50) Literature Review | | | | | | A (50) Group Oral Presentation with Questions individually marked |
| | Sport Psychology | A (100) Essay | | | | | | | |
| | Study Trip | | | | | | | | A (50) Group Oral Presentation with Questions individually marked |
| | International Academic Study Portfolio | | | A (100) Coursework Portfolio | | | | | |
| | International Academic Study Project | | | B (75) Coursework Portfolio | | | | | A (25) Oral Presentation with Questions |
| | International Academic Study Extended Project | | | B (75) Coursework Portfolio | | | | | A (25) Oral Presentation with Questions |
| | Independent Report | | A (100) Literature Review | | | | | | |
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| Integrated Placement Year | Integrated Placement Year | | | A (100) Industry Experience Portfolio | | | | | |

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| Core Modules Stage 3 | Undergraduate Dissertation | | A (100) Project Report | | | | | | |
| | Coaching and Teaching Portfolio (Reflection) | | | B (50) Coursework Portfolio | | | | | A (50) Oral Assessment |
| | Applied Business Management | | | | | | | | A (100) Oral Presentation with Questions |
| Optional Modules Stage 3 | Contemporary Issues in Equestrian Sport | B (75) Coursework | | | | | | | A (25) Oral Assessment |
| | Equine Ethics and Welfare | | | | | | | | A (100) Poster Defence |
| | High Performing Teams | | | | | A (100) Case Study Test | | | |
| | Sport Psychology in Action | A (100) Essay | | | | | | | |

*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


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|---------------------------------|---------------------------------------|
| Primary Programme Title: | BSc (Hons) Equestrian Sports Coaching |
| Programme Code: | BSHEESCX |
| Initial Approval Date: | 01 September 2017 |

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


18/04/2023 correction of typographical error

Part 3: Target and Interim Awards - Certificate in Equine Studies corrected to Undergraduate Certificate in Equine Studies, as detailed in Part 1.

CSP Chair's Action 2023 04 18 L Dumbell

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|--|---------------------------|
| Current version number: 6.0 | |
| Outline Change Details: Parts 3, 4 and 5: HEQVQE-15-4 Equitation for Coaches replaces HEQXN6-15-4 Equitation as Stage 1 / Level 4 optional module. Part 3: Programme Structure – Cert HE and Dip HE corrected from 'in' HE to 'of' HE. | |
| Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? /No If yes, please provide the details of the changes: | |
| Material Alteration: Yes and is accompanied by the relevant course information document. | |
| Rationale: Improved alignment with industry standards by ensuring riding ability is assessed at L4 to ensure coaches are professionally prepared for further qualifications. | |
| Change requested by: Rachel Collins 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: RCollins | Date: 23/2/23 |
| Name of Head of Department: Catherine Porter 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: 22/03/23 |
| Approval Committee and Date: | CVC 2023 03 17 |
| Change approved with effect from: | 01 September 2023 |
| Resulting new version number: | 7.0 (2023 intake onwards) |

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| Current version number: 5.0 | |
| Outline Change Details: Assessment Map updates to reflect change in assessment type for Equine Structure and Function (from a lab notebook to a test series) | |
| Material Alteration: Yes and is accompanied by the relevant course information document. | |
| Rationale: | |

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| After running the assessment this year, the change of assessment was proposed to better support the pedagogical approach the module in order to enable module teams to have scope to be in line with industry practice in order to better to support the students learning journey. | |
| Change requested by: Sophie Armstrong 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: S. Armstrong | Date: 01/11/2022 |
| Name of Head of Department: Catherine Porter 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: 08/11/2022 |
| Approval Committee and Date: | CVC Chair's action 2022 12 19 |
| Change approved with effect from: | 01 September 2023 |
| Resulting new version number: | 6.0 (2023 intake onwards) |

22/09/2022 Part 5: Assessment Map - Assessment for Level 6 optional 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

16/08/2022 Programme map corrected as Independent Report listed twice

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| Current version number: 4.5 |
| Outline Change Details: Updates in line with current template Section 1 Basic Data <ul style="list-style-type: none"> Inclusion of Integrated Placement Year as target award title Update of information relating to the new programme specification requirements Section 2 Programme Overview <ul style="list-style-type: none"> Update of the programme overview to reflect the renewed focus of the degree programme, including programme overview descriptions for Integrated Placement Year option Section 3 Programme Structure <ul style="list-style-type: none"> Updated programme structure as result of strategic review and Refresh. <p>HEQXN6-15-4 Equitation changed from core to optional and HEQVCA-15-4 Equitation (Theory) added as Level 4 optional module HEQVL3-30-4 Equestrian Practice and HEQV7X-15-4 Introduction to Equestrian Performance added as Level 4 core modules HEQVP9-15-4 Equine Structure and Function (15 credits) replaces HEQXN4-30-4 Equine Structure and Function (30 credits) post 2022 HEQVMS-15-5 Management of the Performance Horse, HEQXRD-15-5 Equine Performance and HEQVKC-30-5 Research Methods Applied to Equestrian Practice added as Level 5 core modules HEQXRH-30-5 Horse and Rider Performance removed as a core module and HEQXR5-15-5 Advanced Equitation, HEQXRE-15-5 Ground Schooling and Rehabilitation and HANXRQ-15-5 removed as Level 5 optional modules post 2021 Entry HANXKU-15-6 Applied Business Management added as Level 6 core module HEQV4L-15-6 Equine Ethics and Welfare added as Level 6 optional module HEQV4G-30-6 Advances in Horse and Rider Performance and HSPV3V-15-6 Contemporary Issues in Sports Education will not be available as Level 6 optional modules post 2022</p> Section 4: Programme Learning Outcomes |

- Refresh of programme learning outcomes to align with new programme focus and structure, ensuring learning outcomes cover key requirements and expectations for Equestrian Sports Coaching graduates.

Section 5: Teaching, Learning and Assessment

- Review and update of the teaching, learning and assessment strategy
- Assessment map updates to include new modules and assessments included within modules to ensure scaffolding of assessment requirements

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

Rationale: Updates to programme as required to ensure continued industry validity and student employability, with enhanced focus around influencing people, as well as horse management and equitation science.

Change requested by: Rachel Collins

- ✓ 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 *Rachel Collins*

Date: 24/11/2021

Name of Head of Department:

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

Signature:

C. Porter

Date: 24/11/2021

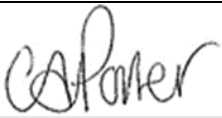
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| Approval Committee and Date: | Curriculum Validation Committee Chair's Action 2022 05 18 |
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| Change approved with effect from: | 01 September 2022 |
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| Resulting new version number: | 5.0 |
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Changes:

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| Current version number: 4.3 |
| Outline Change Details: In Part 3, 4 and 6 Remove HSPVA3-15-5 Pedagogy in Action from L5 optional modules. Add HANXR-15-5 Independent Report to L5 optional modules. |
| Material Alteration: No |
| Rationale: 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. |
| Module description for Course Information Sheets: Optional module |
| Change requested by: Rachel Collins ✓ 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 |
| Signature: R. Collins Date: 01/10/2020 |
| Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; |

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| Signature:  | |
| Date: 02/10/2020 | |
| Approval Committee and Date: | CSP Chair's action 2020 10 06 |
| Change approved with effect from: | 01 September 2020 |
| Resulting new version number: | 4.5 (2020+ intake) |

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|--|-------------------------------|
| Current version number: 4.1 | |
| Outline Change Details: Parts 3, 4, 5 & 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment. Part 6: Assessment for module Ground Schooling and Rehabilitation changed to 60% practical skills assessment, 40% written assignment; 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. | |
| Material Alteration: Yes and is accompanied by the relevant course information sheets. | |
| 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 13 |
| Change approved with effect from: | 1 September 2020 |
| Resulting new version number: | 4.3 (2020 intake) |

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

Version 3.0

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| Rationale: 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. | |
| Material Alteration: Yes and Course Information Sheet amended appropriately: Yes | |
| Outline Change Details: Name change to the three Coaching Portfolio modules. Additional modules: Level 5 Inclusive Practitioner Pedagogy in Action Level 6 High Performing teams | |

Removal of modules:
 Level 5
 Equine Biomechanics
 New Venture Creation
 The Reflective Coach
 Sport Science for coaches

Advanced Equitation – assessment change to one point of assessment (written exam)

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| Change requested by: | Victoria Lewis |
| CVC approval date: | 27 February 2019 |
| Change approved with effect from: | 1 st September 2019 (2019 intake) |
| New version number: | 4.0 |

Version 2.1

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| Rationale: After the successful application for University Title, amendments were required to all specifications. | |
| 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. Award Titles amended to replace (SW) with (IP). 3. Removed BUWE B80 4. 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: | 3.0 |

Version 2.1

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| Rationale: 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. | |
| Material Alteration: Yes and Course Information Sheet amended appropriately: No | |
| Outline Change Details: Horse and Rider Performance HEQXRH-30-5 altering assessment strategy to include 40% Oral Presentation and 60% Written Assignment. | |
| Change requested by: | Emma Davies |
| CVC approval date: | 01 March 2018 |
| Change approved with effect from: | 1 st September 2018 |
| New version number: | 2.1 |

Version 2.0

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| Rationale: Allow students to explore wider opportunities and internships during a SW placement. | |
| Material Alteration: Yes and Course Information Sheet amended appropriately: Yes | |
| Outline Change Details: 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. | |
| Change requested by: | Victoria Lewis |
| CVC approval date: | 13 February 2018 |
| Change approved with effect from: | 1 st September 2018 |
| New version number: | 2.0 |