

Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Physical Education and School Sport		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
BSc (Hons) Physical Education and School Sport	Stage 0 Entry: Full time, 4 years, Part time, 8 years Stage 1 Entry: Full time, 3 years Part time, 6 years	None	None
Interim Award Titles	BSc Physical Education and School Sport BSc Sport Studies Diploma of Higher Education in Sport Studies Certificate of Higher Education in Sport Studies 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	BSHSPESS		
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	V9.1 – 21 July 2022 V10.0 – 10 Jan 2024 V10.1 – 6 March 2024 V10.2 – 7 May 2024	Approved With Effect From	V9.1 - 01 September 2022 V10.2 - 01 September 2024
Professional Accrediting Body Approval Date	N/A	Date For Re-accreditation	N/A
Version	10.2		

Part 2: Programme Overview

BSc (Hons) Physical Education and School Sport graduates are conversant with the Physical Education and School Sport (PESS) agenda and underpinning policy framework and work effectively to promote PESS in both primary and secondary education settings and challenge current PESS practices and processes. Graduates demonstrate an appreciation for relevant PE and pedagogy and apply this in practice, to have a positive impact across the breadth and depth of the National Curriculum.

Graduates will have benefited from consistent and progressive practical experiences including hands on teaching practice. Graduates have been encouraged to seek a range of experiences and placement opportunities to develop their self-confidence, knowledge and understanding and explore a variety of potential professional exit routes following graduation. Graduates have developed the skills, knowledge and attributes required to be workplace ready.

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

+ core modules marked + are not eligible for compensation

	Core Modules	Optional Modules	Target and Interim Awards
Stage 0	HANVRD-30-3 Professional Development in Practice OR HANV8B-30-3 Academic Skills in Practice <i>pre-2024 only</i> HSPVSG-30-3 Business Enterprise and Management OR HANV8E-30-3 Foundation Biological Principles <i>pre-2024 only</i> HANVQX-15-3 Academic Literacy for University Studies OR HANVG4-15-3 Foundation Skills Development <i>pre-2024 only</i> OR HANV8A-30-3 Foundation Skills Development <i>pre-2022 only</i> HSPVRY-30-3 Principles of Sports Science OR HANVG3-30-3 Foundation Sports Science <i>pre-2024 only</i> OR HANV8F-15-3 Foundation Sports Science <i>pre-2022 only</i> HANVRR-15-3 Exploring Current Concepts OR	None	<u>Higher Education Foundation Certificate in Academic Skills</u> <u>Certificate in Academic Skills</u>

	HANV8C-15-3 Reviewing Literature <i>pre-2024 only</i>		
To progress to Stage 1 you must achieve at least 90 credits.			
Stage 1	<p>HSPV9Q-30-4 Coaching and Teaching Portfolio (Theory)</p> <p>HSPVTF-15-4 + Curriculum Studies in Practice AND HSPVT3-15-4 Curriculum Studies Theory OR HSPXS8-30-4 + Curriculum Studies <i>pre-2024 only</i></p> <p>HSPXL7-15-4 Introduction to Exercise Physiology</p> <p>HSPXLE-15-4 Introduction to Sport and Exercise Psychology</p> <p>HSPVC4-30-4 The Sport and Exercise Professional</p>	None	<p><u>Undergraduate Certificate in Sport Studies</u></p> <p><u>Certificate of Higher Education in Sport Studies</u></p>
To progress to Stage 2 you must achieve at least 90 credits at Stage 1 including: HSPV9Q-30-4 Coaching and Teaching Portfolio (Theory) and HSPXS8-30-4 Curriculum Studies.			
Stage 2	<p>HSPXRT-15-5 Coaching Children</p> <p>HSPVA3-15-5 Pedagogy in Action</p> <p>HSPXS3-30-5 + School Sport Development</p> <p>HSPV5Y-30-5 The Sport and Exercise Scientist</p>	<p>HSPXS5-15-5 Health Related Exercise</p> <p>HSPVSP-15-5 Independent Report OR HANXRX-15-5 Independent Report <i>pre-2024 only</i></p> <p>HSPXTX-15-5 New Venture Creation</p> <p>HSPXS6-15-5 Study Trip</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>

	To progress to Stage 3 you must achieve at least 210 credits from Stages 1 and 2 and these must include HSPXS3 30 5 School Sport Development.		
Stage 3	<p>HSPVA7-15-6 High Performing Teams</p> <p>HSPV5C-15-6 Professional Development Project</p> <p>HSPXS7-30-6 + Reflective Portfolio</p> <p>HSPVQA-45-6 + Sport Research and Knowledge Exchange Project OR HANV3R-45-6 Undergraduate Dissertation <i>pre-2022 only</i></p>	<p>HSPV3V-15-6 Contemporary Issues in Sports Education</p> <p>HSPV55-15-6 Special Populations</p> <p>HSPV43-15-6 Sport and Social Media</p>	<p><u>BSc Sport Studies</u></p> <p><u>BSc Physical Education and School Sport</u> Must include all core modules except High Performing Teams and Sport Research and Knowledge Exchange Project / Undergraduate Dissertation</p> <p><u>BSc (Hons) Physical Education and School Sport</u> 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:	Curriculum Studies in Practice	Curriculum Studies Theory	Coaching and Teaching Portfolio (Theory)	The Sport and Exercise Professional	Introduction to Sport and Exercise Psychology	Introduction to Exercise Physiology	School Sports Development	Sport and Exercise Scientist	Coaching Children	Pedagogy in Action	Health Related Exercise	Independent Report	New Venture Creation	Study Trip	The Inclusive Practitioner	Youth Physical Development	Reflective Portfolio	Professional Development Project	High Performing Teams	Sport Research and Knowledge Exchange Project	Contemporary Issues in Sport Education	Special Populations	Sport and Social Media
	A) Knowledge and Understanding of:																						
1. Understanding of underpinning theoretical concepts of physical education, physical activity and school sport.		A	B				A		A	B					B		A	B	B		B		
2. Demonstrate knowledge and understanding of the purpose and aims of the national curriculum.	A		B				A		A								A	B					
3. Develop transferable knowledge and skills which reflect academic developments in education and school sport.	B		B				A		A								A	B					
4. Understanding of moral, ethical, sociological and sustainability issues within teaching practice and school sport frameworks.			B				A		A						B		A	B			B		
5. Develop knowledge of contemporary issues within educational governance.			B				A		A	A		B		B			A	B	B		B		
6. Knowledge of the role of PE and school sport frameworks in schools and the construction of sustainable partnership working.	B		B	B			A	B	A						B		A	B					
7. Knowledge and understanding of how sports science disciplines interact to improve performance.			B	B	A	A	B	B	A	A	B				B		B	B	A			B	
B) Intellectual Skills:																							
1. Appraisal and evaluation of key issues in Physical Education and school sports development with core knowledge of PE, school sport and educational industry.							A		B								A	B			B		

2. Synthesise areas of sports science such as performance (notational) analysis, health and fitness and sport psychology to inform and enrich PE teaching practice.			B	A			A	A			B					B	A					B	B		
3. Undertake critical reflection of own practice, linking teaching standards, theoretical concepts to practical application and analyse peers as part of placements and peer assessment opportunities, to mirror educational learning observations within the industry	B						A		B						B		A	B							
4. Applied understanding of behaviour management with a humanistic approach to creating, maintaining and rebuilding relationships with pupils, participants', colleagues, parents and other relevant partners within PE and school sport frameworks.	B		A				A		B								A	B							
C) Performance and Practice																									
1. Development of core teaching and learning capabilities.	A	B	B				A		A	B							A	B	B						
2. Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning.	B		B				B		B	B						B	B								
3. Teaching fundamental movement skills in order to improve physical literacy and develop positive physical activity behaviours and attitudes.	B		B				B		B	B						B	B								
4. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts.		B	A				B		B	B					B		A		B						
5. Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of age groups and ability levels across theoretical and practical teaching to groups and individual performers.			A				A		B	B					B	B	A	B	B				B	B	
6. Plan, organise and deliver theoretical and practical classes to primary and secondary school pupils as well as students' peers on the programme.	A	B					A		B						B		A	B							
7. Evidence continued professional development activities.			A				A								B		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.															B	A						B	B	B	A
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				A	B		B	A	B	B		B		B		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.			B						B		B	A					A			A	B	B			
4. Professional and graduate skills enhanced through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness.	B														B					A				B	

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

The BSc (Hons) Physical Education and School Sport degree is designed to develop knowledge, understanding and practical application skills within its learners. Content and assessment are designed to prepare students for continued studies and progression on to PGCE or equivalent programmes, in order to for full their career ambitions of becoming a PE teacher.

Situational learning is embedded at all levels through teaching placement to engage with industry, enabling observation of teaching practice and developing high quality teaching skills. This approach will provide a balanced vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within teaching and the educational sector.

Teaching and learning strategies are designed to ensure students are given opportunities to apply theory into practice in all areas of the national curriculum and key stage. The programme adopts a student-centred learning approach in order to cater for individual needs and enhance the student experience.

During each stage of their programme a student will be allocated an academic personal tutor.

Within the Foundation stage students are supported to adjust to studying at University through spiral induction and embedded academic personal tutoring activities that facilitate the development of skills essential to academic study and professional success.

Students are able to shape and personalise their own individual learning experience and journey throughout the programme in order to match future career aspirations within the Physical Education and Sports sector. This will be achieved through optional module choices and placement opportunities within industry throughout the degree and additional qualifications and certification. Students engage in varied school placements and situational learning environment to encourage the contextualisation of learning and development of effective teaching practice. Students will be exposed to the breadth and depth of the National Curriculum and thus the varying teaching environments such activities are to be delivered in, such as the swimming pool and varied outdoor learning spaces. There are a number of additional learning opportunities via extra-curricular activities and CPD opportunities through external partnerships.

The programme is designed to develop and support a can-do attitude in graduates, to produce autonomous and determined individuals who question practice and apply the skills they have learnt to propose effective solutions to real-world problems in a professional manner.

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.

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with employability standards in relation to PGCE criteria, Newly Qualified Teacher requirements, as well as various roles within the school sports development industry.

Part 5: Learning, Teaching and Assessment

Placement opportunities are included as part of compulsory modules at each level of the programme (Curriculum Studies at Year 1, School Sports Development at Year 2 and Reflective Portfolio at Year 3). In line with professional development standards these modules will also include assessments based upon work-based placements. In this instance, subject specific, professional and practical skills are assessed through reflection on teaching practice, portfolios and practical assignments. In addition, students' learning will be assessed by written assignments, oral presentations, reports related to work-based learning, practical examinations and problem-based learning to encourage critical appraisal when linking theoretical concepts into applied practice. See assessment map for further details of where in the programme students' achievement of the programme's learning outcomes will be assessed.

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:

Reflective Portfolio

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 0	Academic Literacy for University Studies							A (100) Graduate Skills Logbook	
	Professional Development in Practice			A (100) Industry Experience Portfolio					
	Exploring Current Concepts	A1 (20) Coursework A2 (80) Essay Based on a Case Study							
	Business Enterprise and Management	A (50) Essay							B (50) Group Oral Presentation with Questions individually marked
	Principles of Sports Science				A (60) Written Examination				B (40) Group Oral Presentation with Questions individually marked

Core Modules Stage 1	Curriculum Studies Theory			A (100) Coursework Portfolio					
	Curriculum Studies in Practice								A (100) Oral Assessment
	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 with Questions individually marked
	Introduction to Sport and Exercise Psychology	B (50) Essay					A (50) Unseen Fixed- Time Test		
	Introduction to Exercise Physiology				A2 (40) Written Examination	A1 (10) In-Class Test		B (50) Group Practical Skills Assessment individually marked	
Core Modules Stage 2	Coaching Children							A (100) Practical Skills Logbook	
	School Sport Development			A (100) Coursework Portfolio					
	Pedagogy in Action			A (100) Coursework Portfolio					

	The Sport and Exercise Scientist	A (50) Coursework						B (50) Practical Assessment Series	
Optional Modules Stage 2	Health Related Exercise			B (50) Coursework Portfolio	A (50) Written Examination				
	New Venture Creation								A (100) Group Oral Presentation with Questions individually marked
	Independent Report		A (100) Literature Review						
	Study Trip								A (100) Group Oral Presentation with Questions individually marked
	Youth Physical Development					B (50) Unseen In-Class Test			A (50) Group Oral Presentation with Questions individually marked
	The Inclusive Practitioner		B (50) Literature Review						A (50) Group Oral Presentation with Questions individually marked
Core Modules Stage 3	Sport Research and Knowledge Exchange Project		A (75) Project Report						B (25) Oral Assessment
	Professional Development Project							A (100) Practical Skills Logbook	

	Reflective Portfolio			B (50) Reflective Portfolio				A (50) Practical Skills Assessment	
	High Performing Teams					A (100) Case Study Test			
Optional Modules Stage 3	Contemporary Issues in Sport Education		B (50) Report						A (50) Poster Presentation
	Sport and Social Media		A (100) Project Report						
	Special Populations		A (100) Case Study Report						

*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) Physical Education and School Sport
Programme Code:	BSHSPESS
Initial Approval Date:	01 September 2017

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

Current version number: 10.1	
Outline Change Details: Part 3: Assessment Map – updated to reflect change of assessment for Stage 2 / Level 5 optional module Youth Physical Development (addition of Component B - Unseen In-Class Test).	
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No	
Material Alteration: Yes and is accompanied by the relevant course information document.	
Rationale: Module assessment has been updated to allow the module teaching team to identify where students are currently struggling following previous runs of this module and the pass rate for students.	
Change requested by: Greg Henry 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: G.Henry	Date: 19/04/24
Name of Head of Department: Sarah Lee I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature: Sarah Lee	Date: 22.04.24
Approval Committee and Date:	CVC 2024 05 07
Change approved with effect from:	01 September 2024
Resulting new version number:	10.2 (2020 intake onwards)

Current version number: 10.0	
Outline Change Details: Parts 3, 4 and 5: HSPVTF-15-4 Curriculum Studies in Practice and HSPVT3-15-4 Curriculum Studies Theory replace HSPXS8-30-4 Curriculum Studies as Level 4 / Stage 1 core module. Part 3: Programme Structure – Stage 2 / Level 5 optional module Independent Report updated from HANXRX-15-5 to HSPVSP-15-5, in line with module amendment.	
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No	
Material Alteration: No	
Rationale: New modules created support student progression and ensuring that the credits they gain reflect their learning activities a 30 credit all year module has been divided into two single semester modules.	
Change requested by: Gemma Sharples 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: pp Lucy Dumbell	Date: 06/03/2024
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: pp. Thomas Legge	Date: 06/03/2024
Approval Committee and Date:	CSP Chair's Action L Dumbell 2024 03 06
Change approved with effect from:	01 September 2024
Resulting new version number:	10.1 (2020 intake onwards)

Current version number: 9.1	
Outline Change Details:	
Parts 3 and 5 updated to reflect changes to Stage 0 / Level 3 modules: HANVQX-15-3 Academic Literacy for University Studies replaces HANVG4-15-3 Foundation Skills Development; HANVRD-30-3 Professional Development in Practice replaces HANV8B-30-3 Academic Skills in Practice; HANVRR-15-3 Exploring Current Concepts replaces HANV8C-15-3 Reviewing Literature; HSPVSG-30-3 Business Enterprise and Management replaces HANV8E-30-3 Foundation Biological Principles; HSPVRY-30-3 Principles of Sports Science replaces HANVG3-30-3 Foundation Sports Science. Part 5: Assessment Map – Stage 1 / Level 4 core module Coaching and Teaching Portfolio (Theory) corrected from Oral Presentation with Questions to Oral Presentation. Part 5: Learning, Teaching and Assessment - text regarding academic personal tutoring added.	
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: to ensure accuracy following review of Level 3 modules.	
Change requested by: Lucy Ractliffe	
I can confirm that student representatives have been consulted about this change NO 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: 15/11/2023
Name of Head of Department: Sarah Lee	
I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature: Sarah Lee	Date: 29.11.23
Approval Committee and Date:	CVC Chair's action 2024 01 10
Change approved with effect from:	01 September 2024
Resulting new version number:	10.0 (2020 intake onwards)

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

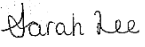
Current version number: 9.0	
Outline Change Details: Part 5: Assessment Map – Introduction to Exercise Physiology assessment changed from two in-class tests and a written examination (all Component A) to in-class test (10%) and written examination (40%) (Component A) and Group Practical Skills Assessment 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:	9.1 (2020 intake onwards)

11/04/2022 – formatting corrected in part 3

Current version number: 8.1	
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. 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	
<input type="checkbox"/> Change requested by: Gemma Sharples <input type="checkbox"/> I can confirm that student representatives have been consulted about this change <input type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: Gemma Sharples	Date: 7/1/22
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:	9.0



Current version number: 8.0	
Outline Change Details: Part 6: School Sports Development has moved from two points of assessment to one. Consolidating components A and B assessments in 1 component A (portfolio).	

Material Alteration: No	
<p>Rationale: Incorporating the practical assessment as a formative task as part of the portfolio enhances the learning opportunities for all students by enabling both assessment of and for learning. Enabling student to demonstrate links to theory and practice periodically, thus enhancing learning opportunities for all.</p> <p>Recognising the increasing cohort size on the PESS programme and our vision to grow and the ability to implement single 1 hour practical assessments within an assessment period is not sustainable.</p>	
<p>Change requested by: Gemma Sharples</p> <p>I can confirm that student representatives have been consulted about this change</p> <p>I can confirm that colleagues impacted by this change have been consulted</p> <p>I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report</p> <p>Signature: G.sharples Date: 25/6/2021</p>	
<p>Name of Head of Department: Sarah Lee</p> <p>I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department</p> <p>Signature: Sarah Lee Date: 25.06.21</p>	
Approval Committee and Date:	CVC 2021 07 20
Change approved with effect from:	01 September 2021
Resulting new version number:	8.1 (2021 intake onwards)

Current version number: 7.4	
<p>Outline Change Details:</p> <p>Parts 3 and 6 updated in line with module amendments:</p> <p>HANVG4-15-3 Foundation Skills Development</p> <p>Module code changed from HANV8A-30-3 to HANVG4-15-3 - reduced to 15 credits.</p> <p>Assessment component A changed from written exam to in class test.</p> <p>HANVG3-30-3 Foundation Sports Science</p> <p>Module code changed from HANV8F-15-3 to HANVG3-30-3 - increased to 30 credits.</p> <p>Assessment component B changed from in class test to written examination.</p> <p>Reflective portfolio – components corrected</p> <p>Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills</p>	
Material Alteration: Yes	
<p>Rationale:</p> <p>Updated to reflect module changes: modules amended in response to students' request for more subject-specific content in the Foundation year second semester.</p> <p>Interim award: after a review of the interim award titles, it was agreed this revised title provided better clarity.</p>	
<p>Change requested by: Thomas Legge</p> <p>I can confirm that student representatives have been consulted about this change</p> <p>I can confirm that colleagues impacted by this change have been consulted</p> <p>I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report</p> <p>Signature: TJLEGGE Date: 23/02/2021</p>	
<p>Name of Head of Department: Sarah Lee</p> <p>I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department</p> <p>Signature:  Date: 01/03/21</p>	
Approval Committee and Date:	CVC Chair's action 2021 04 26

Change approved with effect from:	01 September 2021
Resulting new version number:	8.0 (2021 intake onwards)

Current version number: 7.2	
Outline Change Details: Part 6: assessment for component A of Foundation Biological Principles changed from practical exam to practical skills assessment, in line with module amendment. Part 6: Assessment for Introduction to Exercise Physiology changed from written exam to in class test (A1 and A2) and written exam (A3), in line with module amendment. Part 6: Assessment for Introduction to Sport and Exercise Psychology component A changed from written exam to open book exam, in line with module amendment In Part 3 amended the requirements to achieve the BSc (Hons) and removed 'except High Performing Teams'. Added Reflective Portfolio as the distinctive module used by the Programme Examination board.	
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 <p style="text-align: right;">Date: 30/07/2020</p>	
Approval Committee and Date:	CVC Chair's action 2020 08 14
Change approved with effect from:	1 September 2020
Resulting new version number:	7.4 (intakes 2020+)

Current version number: 7.1	
Outline Change Details: Assessment for Level 5 optional module Independent Report (HANXR-15-5) changed from 25% exam and 75% coursework to 100% coursework, in line with amendment to module.	
Material Alteration: No	
Rationale: to ensure accuracy	
Change requested by: Ben Brilot <input type="checkbox"/> I can confirm that all programme managers have been consulted and support this change <input type="checkbox"/> I can confirm that student representatives have been consulted about this change <input type="checkbox"/> I have retained evidence of this consultation which has been placed in the Module File  Signature: _____ Date: 28/02/20	
Name of Head of Department: <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: _____ Date: 02/03/2020	

Approval Committee and Date:	CVC Chair's action 2020 03 03
Change approved with effect from:	1 September 2020
Resulting new version number:	7.2 (intakes 2019+)

Current version number: 7.0	
Rationale: Update to interim awards to ensure accuracy.	
Material Alteration: No	
Outline Change Details: Higher Education Foundation Certificate added to parts 1 and 3.	
Change requested by:	Academic Registrar
CVC approval date:	CSP Chair's Action 13-2-2020
Change approved with effect from:	13 February 2020
New version number:	7.1 (intakes 2019+)

Current version number: 6.1
Outline Change Details:
Part 1 Interim award titles all revised Mode of study: removal of accelerated FT
Part 2 HEAR statement has been revised
Part 3 (and part 5) Modules updated to reflect new modules created as part of the curriculum updates following the PCR Year 1: removal of Coaching Practice Portfolio, Coaching Theory, Skill Acquisition and Academic Skills for Sport; addition of Coaching and Teaching Portfolio (Theory) and The Sport and Exercise Professional. Year 2 compulsory modules: removal of Coaching Pedagogy, Undergraduate Research Process and The Reflective Coach; addition of The Sport and Exercise Scientist Year 2 optional modules: removal of Fitness Training and Testing; addition of New Venture Creation, Youth Physical Development and The Inclusive Practitioner. Year 3 compulsory modules: addition of High Performing Teams Year 3 optional modules: removal of The Impact of Sports Events, Sport Science for Coaches, and Performance Analysis; addition of Special Populations, and Sport and Social Media Interim award descriptors updated in line with Part 1.
Part 4 Learning Outcomes updated Amendment of A2 from- Demonstrate knowledge of technical and tactical principles of a range of activities. Replaced with Develop knowledge and understanding of the purpose and aims of the national curriculum Addition of A7 B3 amendment to include Undertake critical reflection of own practice, adding linking teaching standards as this is core to their reflective practice and therefore not map to level 4 Additional learning outcome C3: Teaching fundamental movement skills in order to improve physical literacy and develop positive physical activity behaviours and attitudes
Part 5 120 placement hours minimum, reduced from 200 Addition of text: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, outdoor classroom and the training facilities (power gym, cardiovascular gym, tennis court) within the institutions Academy of Sport are fully utilised to support the teaching and learning experience.

Students engage in varied school placements and situational learning environment to encourage the contextualisation of learning and development of effective teaching practice. Students will be exposed to the breadth and depth of the National Curriculum and thus the varying teaching environments such activities are to be delivered in such as the swimming pool and varied outdoor learning spaces. There are a number of additional learning opportunities via extra-curricular activities and CPD opportunities.

To replace:

Placement opportunities are within a range school setting as well as school club links and NGB's.

Assessment directly align to the DfE teaching standards frame work.

Part 6

Modules updated to reflect changes to part 3

Part 7

Re-written to meet the requirements of the new template

Part 8

Removed

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

Rationale: programme updated as a result of Periodic Curriculum Review to ensure that it meets the needs of graduates and the industry, both in structure and the format of this specification

Change requested by: Gemma Sharples

- 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

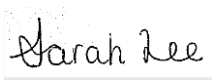
Signature: G.Sharples

Date:21/01/19

Name of Head of Department: Sarah Lee

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

Signature:



Date: 21.01.19

Approval Committee and Date:	CVC 2019 02 08
Change approved with effect from:	1 September 2019 (for 2019 intake)
Resulting new version number:	7.0

Version 6.1

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. 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:	6.1

Version 4.1 (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 2.1 (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). Name change from The Legacy and Impact of Sports Events to The Impact of Sports Events will naturally remove the word legacy from the title and learning outcomes, a term discredited for lacking a clear meaning. The change will allow a focus on impact and influence, concepts significantly more translatable in relation to sports events	
Material Alteration: No	
Outline Change Details: Title change to: HSPV4E-15-6 The Legacy and Impact of Sports Events to The Impact of Sports Events.	
Change requested by:	Michael Green
CVC approval date:	01 March 2018
Change approved with effect from:	01 September 2018
New version number:	V2.1

Version 2.0 (2017 intake)

Outline Change Details: Addition of Foundation Year as an entry point into this programme and therefore this has been reflected in the appropriate sections. And the addition of Cert Physical Education and School Sport Studies.	
Rationale: To increase access and widening participation opportunities for this programme.	
Change requested by:	Rosie Scott-Ward
CAC approval date:	27 April 2017
Change approved with effect from:	01 September 2017