

## Programme Specification

Part 1: Basic Data			
<b>Primary Programme Title</b>	BSc (Hons) Sports Coaching		
<b>Target Award Titles</b>	<b>Mode and Typical Duration of Study</b>	<b>Professional Accrediting Body Links</b>	<b>Study Abroad / Exchange / Credit Recognition</b>
<b>BSc (Hons) Sports Coaching</b>	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
<b>Interim Award Titles</b>	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		
<b>Teaching Delivery Method</b>	On-site		
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury University		
<b>Delivery Location</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport		
<b>Unit-E Code</b>	<b>BSHSSPCX</b>		
<b>Entry Criteria Information</b>	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website ( <a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a> )		
<b>Most Recent Validation Date</b>	21 March 2022	<b>Due for Re-validation By</b>	01 September 2027
<b>Amendment Approval Date</b>	V8.1 – 21 July 2022 V9.0 – 10 Jan 2024 V9.1 – 7 May 2024	<b>Approved With Effect From</b>	V8.1 - 01 September 2022 V9.1 - 01 September 2024
<b>Professional Accrediting Body Approval Date</b>	09 January 2021	<b>Date for Re-accreditation</b>	None
<b>Version</b>	9.1		

## 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

+ core modules marked + are not eligible for compensation

	Core Modules	Optional Modules	Target and Interim Awards
<b>Stage 0</b>	HANVRD-30-3 Professional Development in Practice OR HANV8B-30-3 Academic Skills in Practice <i>pre-2024 only</i>	None	<u>Higher Education Foundation Certificate in Academic Skills</u>
	HSPVSG-30-3 Business Enterprise and Management OR HANV8E-30-3 Foundation Biological Principles <i>pre-2024 only</i>		<u>Certificate in Academic Skills</u>
	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 HANV8C-15-3 Reviewing Literature <i>pre-2024 only</i>		
	To progress to Stage 1 you must achieve at least 90 credits.		
<b>Stage 1</b>	<p>HSPV9Q-30-4 + Coaching and Teaching Portfolio (Theory)</p> <p>HSPXL5-15-4 Comparative Sport Study</p> <p>HSPXL7-15-4 Introduction to Exercise Physiology</p> <p>HSPXLE-15-4 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>	None	<p><u>Undergraduate Certificate in Sport Studies</u></p> <p><u>Certificate of Higher Education in Sport Studies</u></p> <p><u>Certificate of Higher Education in Sports Coaching</u> This must include Coaching and Teaching Portfolio (Theory)</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) <sup>+</sup>		
<b>Stage 2</b>	<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) <sup>+</sup>		

<b>Stage 3</b>	<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 <i>pre-2022 only</i></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>
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**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.

<b>Learning Outcomes:</b>	<b>Coaching and Teaching Portfolio (Theory)</b>	<b>The Sport and Exercise Professional</b>	<b>Introduction to Sport and Exercise Psychology</b>	<b>Introduction to the Sport Industry</b>	<b>Introduction to Exercise Physiology</b>	<b>Comparative Sports Study</b>	<b>Coaching and Teaching Portfolio (Pedagogy)</b>	<b>Coaching Children</b>	<b>The Sport and Exercise Scientist</b>	New Venture Creation	Youth Physical Development	Sport Psychology	The Inclusive Practitioner	Applied Performance Analysis	Health Related Exercise	<b>Sport Research and Knowledge Exchange Project / Undergraduate Dissertation</b>	<b>Coaching and Teaching Portfolio (Reflection)</b>	<b>High Performing Teams</b>	Performance Analysis in Practice	Contemporary Issues in Sports Education	Sport Psychology in Action	Sport and Social Media	Special Populations
<b>A) Knowledge and Understanding of:</b>																							
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					







## Part 5: Learning, Teaching and Assessment

### Learning, Teaching and Assessment Journey:

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

### 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. 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.

### 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.

## Part 5: Learning, Teaching and Assessment

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.

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*							Oral Assessment
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	
<b>Core Modules Stage 0</b>	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

<b>Core Modules Stage 1</b>	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
<b>Core Modules Stage 2</b>	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	
<b>Optional Modules Stage 2</b>	New Venture Creation								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
	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				
<b>Core Modules Stage 3</b>	Sport Research and Knowledge Exchange Project		A (75) Project Report						B (25) Oral Assessment
	Coaching and Teaching Portfolio (Reflection)			B (50) Coursework Portfolio					A (50) Oral Assessment

	High Performing Teams					A (100) Case Study Test			
<b>Optional Modules Stage 3</b>	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						

\*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](http://www.hartpury.ac.uk)).

## Approved Programme Amendment Log


<b>Primary Programme Title:</b>	BSc (Hons) Sports Coaching
<b>Programme Code:</b>	BSHSSPCX
<b>Initial Approval Date:</b>	01 September 2017

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

<b>Current version number: 9.0</b>	
<b>Outline Change Details:</b> 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).	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> 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.	
<b>Change requested by: Greg Henry</b> 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	
<b>Signature:</b> G.Henry	<b>Date:</b> 19/04/24
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 22.04.24
<b>Approval Committee and Date:</b>	CVC 2024 05 07
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	9.1 (2020 intake onwards)

**17/01/2024: correction of typographical error – module name corrected from ‘Principles of’ to ‘Foundation’ for Stage 0 transition module HANVG3-30-3, as previously amended in error.**

<b>Current version number: 8.1</b>	
<b>Outline Change Details:</b> 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 3 transition module Undergraduate Dissertation removed, for consistency with other programmes. Part 5: Learning, Teaching and Assessment - text regarding academic personal tutoring added.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>If yes, please provide the details of the changes:</b>	

<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> to ensure accuracy following review of Level 3 modules.	
<b>Change requested by: Lucy Ractliffe</b> 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	
<b>Signature:</b> 	<b>Date:</b> 15/11/2023
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 29.11.23
<b>Approval Committee and Date:</b>	CVC Chair's action 2024 01 10
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	9.0 (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

<b>Current version number: 8.0</b>	
<b>Outline Change Details:</b> 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.	
<b>Material Alteration: Yes</b>	
<b>Rationale:</b> to reflect module amendment.	
<b>Change requested by: CVC</b> 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	
<b>Date:</b> 21/07/2022	
<b>Approval Committee and Date:</b>	CVC 2022 07 21
<b>Change approved with effect from:</b>	01 September 2022
<b>Resulting new version number:</b>	8.1 (2020 intake onwards)

<b>Current version number: 7.0</b>
<b>Outline Change Details:</b> 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.**

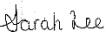
**Rationale:**  
 Revised as part of the Refresh 22 process

**Change requested by: Matt Coldrey**  
 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:** M.Coldrey **Date:** 16-11-21

**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:** S Lee **Date:** 18/01/2022

<b>Approval Committee and Date:</b>	Refresh Approval Panel action 2022 03 21
<b>Change approved with effect from:</b>	01 September 2022 (2020 intake onwards)
<b>Resulting new version number:</b>	8.0

<b>Current version number: 6.0</b>	
<b>Outline Change Details:</b> CIMSPA added as PSRB. Parts 1. 2 and 3: Basic Data, HEAR statement and Programme Structure updated to reflect addition of PSRB.	
<b>Material Alteration: Yes.</b>	
<b>Rationale:</b> To align the programme specification with recent endorsement attained from CIMSPA.	
<b>Change requested by: Matt Coldrey</b> <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   <b>Signature:</b> <b>Date:</b> 15/09/2021	
<b>Name of Head of Department: Sarah Lee</b> <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  <b>Signature:</b> Sarah Lee <b>Date:</b> 15.09.21	
<b>Approval Committee and Date:</b>	CVC Chair's action 2021 09 17
<b>Change approved with effect from:</b>	17 September 2021
<b>Resulting new version number:</b>	7.0 (2021 intake onwards)

<b>Current version number: 5.3</b>	
<b>Outline Change Details:</b> 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.	
<b>Material Alteration: Yes</b>	
<b>Rationale:</b> 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.	
<b>Change requested by:</b> 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	
<b>Signature:</b> TJLEGGE	<b>Date:</b> 23/02/2021
<b>Name of Head of Department:</b> 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	
<b>Signature:</b> 	<b>Date:</b> 01/03/21
<b>Approval Committee and Date:</b>	CVC Chair's action 2021 04 26
<b>Change approved with effect from:</b>	01 September 2021
<b>Resulting new version number:</b>	6.0 (2021 intake onwards)

<b>Current version number: 5.1</b>	
<b>Outline Change Details:</b> 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).	
<b>Material Alteration: No</b>	
<b>Rationale: to ensure accuracy</b>	
<b>Change requested by: CVC</b> 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	
<b>Date:</b> 30/07/2020	
<b>Approval Committee and Date:</b>	CVC Chair's action 2020 08 14

<b>Change approved with effect from:</b>	1 September 2020
<b>Resulting new version number:</b>	5.3 (2020 intake)

<b>Current version number: 5.0</b>	
<b>Outline Change Details:</b> 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.	
<b>Material Alteration:</b> No	
<b>Rationale:</b> to ensure accuracy	
<b>Change requested by:</b> Academic Registrar <i>Lucy Dombell</i>	
<b>Signature:</b>	Date: 19 February 2020
<b>CVC approval date:</b>	CSP Chair's action 2020 02 19
<b>Change approved with effect from:</b>	1 September 2020
<b>New version number:</b>	5.1 (intakes 2020+)

<b>Current version number: 4.0</b>	
<b>Outline Change Details:</b> Section 2: <b>Programme Aims:</b> - Remove 'based' after research in number 3. Better sentence flow.	
<b>Programme requirements (HEAR):</b> - Change sentence: <i>as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach deployability</i> to <b><i>This is underpinned by the Professional Coach Standard provided by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</i></b> – This enables the programme to map current industry requirements and remain contemporary.	
<b>Part 3:</b> <b>Programme Structure:</b> - 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: <b>Learning Outcomes:</b> - Add LO #7 to (A) Knowledge and Understanding: <i>How sports science disciplines interact to improve performance</i> – 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: <i>Evidence continued professional development activities</i> . – 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 <i>Synthesise areas of sports science to inform coaching practice and develop underpinning knowledge</i> – 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 <i>Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice.</i> –	

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

<b>Rationale:</b>	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required	
<b>Outline Change Details:</b> Addition of foundation year.	
<b>Change requested by:</b>	Sarah Lee
<b>CVC approval date:</b>	12 September 2018
<b>Change approved with effect from:</b>	01 September 2019
<b>New version number:</b>	4

#### Version 3.1

<b>Rationale:</b> After the successful application for University Title, amendments were required.	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required	
<b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Subject Benchmark Statements updated where required.	
<b>Change requested by:</b>	Academic Registrar
<b>CVC approval date:</b>	31 August 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	3.1

#### Version 2.1 (2018) **Periodic Curriculum Review**

<b>Outline Change Details:</b> Update of valid to/from dates.	
<b>Rationale:</b> The Sport Periodic Curriculum Review (PCR) on 2 <sup>nd</sup> May 2018 confirmed revalidation of the programme.	
<b>Change requested by:</b>	PCR 02 May 2018
<b>PCR approval date:</b>	02 May 2018
<b>Change approved with effect from:</b>	01 September 2018

#### Version 1.1 (2018)

<b>Rationale:</b> 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)	
<b>Material Alteration:</b> No	
<b>Outline Change Details:</b> Title change to: HSPV43-15-6 Media, Technology & Communication in Sport to Sport and Social Media	
<b>Change requested by:</b>	Michael Green
<b>CVC approval date:</b>	01 March 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	1.1