

## Programme Specification

<b>Part 1: Basic Data</b>			
<b>Primary Programme Title</b>	BSc (Hons) Physical Education and School Sport		
<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) Physical Education and School Sport</b>	Stage 0 Entry: Full time, 4 years, Part time, 8 years Stage 1 Entry: Full time, 3 years Part time, 6 years	<b>None</b>	<b>None</b>
<b>Interim Award Titles</b>	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 Undergraduate Award in Sport Studies Higher Education Foundation Certificate in Academic Skills Higher Education Foundation Award 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>BSHSPESS</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>	12 February 2025	<b>Due for Re-validation By</b>	01 September 2030
<b>Amendment Approval Date</b>		<b>Approved With Effect From</b>	V11.0 - 01 September 2025
<b>Professional Accrediting Body Approval Date</b>	N/A	<b>Date For Re-accreditation</b>	N/A
<b>Version</b>	11.0		

## 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. They 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 pedagogy and apply this in practice across the key stage range and school type, in order to have a positive impact across the breadth and depth of the National Curriculum and wider school sport offer.

Graduates have gained consistent and progressive practical experiences, including hands-on teaching practice. They have been encouraged to seek diverse experiences and placement opportunities to build self-confidence, expand their knowledge, and explore various professional pathways post-graduation. Graduates have developed the skills, knowledge, and attributes necessary 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

1 these modules are accredited by a professional awarding body, but are not subject to variant regulations

<sup>AV</sup> these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

<sup>EX</sup> these modules are offered by exception

	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>  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>  HSPVRY-30-3 Principles of Sports Science OR HANVG3-30-3 Foundation Sports Science <i>pre-2024 only</i>  HANVRR-15-3 Exploring Current Concepts OR	None	<u>Higher Education Foundation Award in Academic Skills</u>  <u>Higher Education Foundation 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.			
<b>Stage 1</b>	<p>HSPVSU-15-4 Academic Skills for Sport and Exercise Scientists</p> <p>HSPV9Q-30-4 Coaching and Teaching Portfolio</p> <p>HSPXL7-15-4 Introduction to Exercise Physiology</p> <p>HSPXLE-15-4 Introduction to Sport and Exercise Psychology</p> <p>HSPVVJ-15-4 Introduction to the Sport and Education Industries</p> <p>HSPXM3-15-4 Principles of Strength and Conditioning</p> <p>HSPVTA-15-4 Research and Data Skills in Sport</p>	None	<p><u>Undergraduate Award in Sport Studies</u></p> <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			
<b>Stage 2</b>	<p>HSPXRT-15-5 Coaching Children</p> <p>HSPVWV-15-5 + Developing the Professional Profile</p> <p>HSPVV8-30-5 Pedagogy in Action</p> <p>HSPVWC-15-5 + School Sport Development</p> <p>HSPVTB-15-5 The Sport and Exercise Researcher</p> <p>HSPVSV-15-5 The Sport and Exercise Scientist</p>	<p>HSPVVX-15-5 Community Sport</p> <p>HSPVSP-15-5 Independent Report</p> <p>HSPXS6-15-5 Study Trip</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			

<b>Stage 3</b>	<p>HSPXS7-30-6 Advancing the Professional Profile</p> <p>HSPV5C-15-6 Professional Development in Sport</p> <p>HSPVQA-45-6 Sport Research Project</p>	<p>HSPV3V-15-6 Contemporary Issues in Sports Education</p> <p>HSPVV6-15-6 Developing the Youth Athlete</p> <p>HSPVA7-15-6 High Performing Teams</p>	<p><u>BSc Sport Studies</u></p> <p><u>BSc Physical Education and School Sport</u> Must include all core modules except Sport Research Project.</p> <p><u>BSc (Hons) Physical Education and School Sport</u> 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</b>	<b>Research and Data Skills in Sport</b>	<b>Academic Skills for Sport and Exercise Scientists</b>	<b>Introduction to Sport and Exercise Psychology</b>	<b>Introduction to Exercise Physiology</b>	<b>Principles of Strength and Conditioning</b>	<b>Introduction to the Sport and Education Industries</b>	<b>School Sports Development</b>	<b>The Sport and Exercise Researcher</b>	<b>The Sport and Exercise Scientist</b>	<b>Coaching Children</b>	<b>Pedagogy in Action</b>	<b>Developing the Professional Profile</b>	Community Sport	Independent Report	Study Trip	<b>Advancing the Professional Profile</b>	<b>Professional Development in Sport</b>	<b>Sport Research Project</b>	Contemporary Issues in Sport Education	Developing the Youth Athlete	High Performing Teams
<b>A) Knowledge and Understanding of:</b>																						
1. Theoretical concepts within physical education	B							A			B	B					A	B		B		B
2. The purpose and aims of the National Curriculum.	A						B	B			B						A	B				
3. Skills that reflect curriculum, policy and academic development within physical education and sport whilst demonstrating the effective communication of information, arguments and analysis.	B						B	A			A						A	B				
4. The moral, ethical, sociological and sustainability issues within teaching practice and school sport frameworks.	B				B		B	A			B		B				A	B		B		
5. Contemporary issues within educational governance.	B		B					A			A	B		A	B	B	B	B		B		B
6. The role of PE and school sport frameworks in schools and the construction of sustainable partnership working.	B							A	B		A			B			A	B				
7. How sports science disciplines interact to improve performance, participation, and participant wellbeing	B				A	A				B	A	A						B			B	B
8. The differences and relationships between Physical education, School Sport and Physical Activity and their theoretical concepts	B						B	A					A	B			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 onto PGCE or equivalent programmes, in order to fulfil their career ambitions of becoming a PE practitioner.

Situational and authentic learning experiences are embedded at all levels by placing learners in environments and giving tasks that are relevant and meaningful to their lives and future work. By providing contextual learning opportunities via placement the BSc (Hons) Physical Education and School Sport programme provides contextual learning opportunities and opportunity for social interactions to take place in the real world. 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 ensure students are given opportunities to apply theory into practice in all areas of the National Curriculum, key stages and settings, such as classroom projects and problem-based learning activities. The programme adopts a student-centred learning approach 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 School Sports sector. 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 continuing professional development (CPD) opportunities through external partnerships.

The programme is designed to develop and support a proactive mindset, solution-orientated approach 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 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 university level study.

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with employability standards in relation to national teaching standards, PGCE criteria, and early career teacher, as well as various roles within the school sports development industry.



## Part 5: Learning, Teaching and Assessment

Placement opportunities are included as part of core modules at each stage of the programme (Introduction to the Sport and Education Industries at Stage 1, Developing the Professional Profile at Stage 2, and Advancing the Professional Profile at Stage 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 below 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:

Advancing the Professional Profile

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

None

## 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>	Introduction to the Sport and Education Industries			A (100) Industry Experience Portfolio					
	Coaching and Teaching Portfolio			A (100) Coursework Portfolio					
	Research and Data Skills in Sport							A (100) Practical Skills Logbook	
	Academic Skills for Sport and Exercise Scientists	A (30) Coursework							B (70) Oral Presentation
	Introduction to Sport and Exercise Psychology	A (100) Essay							
	Introduction to Exercise Physiology							A (100) Practical Skills Logbook	
	Principles of Strength and Conditioning				A (100) Open-Material Written Examination				
<b>Core Modules Stage 2</b>	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 (100) Practical Skills Logbook	
	The Sport and Exercise Researcher		A (100) Report						
	Developing the Professional Profile			A (100) Industry Experience Portfolio					
<b>Optional Modules Stage 2</b>	Community Sport			A (100) Industry Experience Portfolio					
	Independent Report		A (100) Literature Review						
	Study Trip								A (100) Group Oral Presentation with Questions, individually marked
<b>Core Modules Stage 3</b>	Sport Research Project		A (75) Project Report						B (25) Oral Assessment
	Professional Development in Sport								A (100) Oral Presentation with Questions
	Advancing the Professional Profile			B (50) Reflective Portfolio				A (50) Practical Skills Assessment	
<b>Optional Modules Stage 3</b>	Contemporary Issues in Sport Education								A (100) Oral Presentation with Questions
	High Performing Teams					A (100) Case Study Test			
	Developing the Youth Athlete			A (100) Coursework Portfolio					

\*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) Physical Education and School Sport
<b>Programme Code:</b>	BSHSPESS
<b>Initial Approval Date:</b>	01 September 2017

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

<p><b>Current version number: 10.2</b></p> <p><b>Outline Change Details:</b>            Parts 1 and 3: interim awards updated in line with current regulations - Undergraduate Award in Sport Studies and Higher Education Foundation Award added, Certificate in Academic Skills removed.            Part 2: Programme Overview updated.            Part 3: Programme Structure - specified modules removed from progression statements as these are not needed due to prerequisites being in.            Parts 3, 4 and 5 revised and updated to reflect new structure.            Stage 1: HSPV9Q-30-4 Coaching and Teaching Portfolio renamed ('Theory' removed); HSPVSU-15-4 Academic Skills for Sport and Exercise Scientists and HSPVTA-15-4 Research and Data Skills in Sport replace HSPVC4-30-4 The Sport and Exercise Professional. HSPXM3-15-4 Principles of Strength and Conditioning added; new module HSPVVJ-15-4 Introduction to the Sports and Education Industry added. HSPVTF-15-4 Curriculum Studies in Practice and HSPVT3-15-4 Curriculum Studies Theory removed.            Stage 2: HSPVSV-15-5 The Sport and Exercise Scientist and HSPVTB-15-5 The Sport and Exercise Researcher replace HSPV5Y-30-5 The Sport and Exercise Scientist; HSPVV8-30-5 Pedagogy in Action (30 credits) replaces HSPVA3-15-5 Pedagogy in Action (15 credits); HSPVWC-15-5 School Sport Development (15 credits) replaces HSPXS3-30-5 School Sport Development (30 credits); new core module HSPVWV-15-5 Developing the Professional Profile added; HSPVVX-15-5 Community Sport added as new optional module.            Optional modules HSPXS5-15-5 Health Related Exercise, HSPXTX-15-5 New Venture Creation, HSPV9S-15-5 The Inclusive Practitioner, and HSPV6J-15-5 Youth Physical Development removed.            Stage 3: HSPV5C-15-6 name changed from Professional Development Project to Professional Development in Sport; HSPXS7-30-6 name changed from Reflective Portfolio to Advancing the Professional Profile; HSPVQA-45-6 name changed from Sport Research and Knowledge Exchange Project to Sport Research Project; HSPV3V-15-6 name changed from Contemporary Issues in Sports Education to Contemporary Issues in Sport and Education; HSPVA7-15-6 High Performing Teams changed from core to optional; new optional module HSPVV6-15-6 Developing the Youth Athlete added. Optional modules HSPV55-15-6 Special Populations, and HSPV43-15-6 Sport and Social Media removed.            Transition modules HANXR-15-5 Independent Report (Stage 2) and HANV3R-45-6 Undergraduate Dissertation (Stage 3) removed, as no longer needed.            Part 3: Programme Structure - Stage 0 pre-2022 'transition modules' removed, as no longer needed.            Part 5: Programme Learning Outcomes revised, and mapping updated.            Part 5: Learning, Teaching and Assessment updated. Distinctive module changed from Reflective Practice to Advancing the Professional Profile, in line with module name change.            Part 5: Assessment Map – updated to reflect module amendments.            Stage 1: Coaching and Teaching Portfolio - Oral Presentation removed; Introduction to Sport and Exercise Psychology - Test removed; Introduction to Exercise Physiology – changed from Test, Written Exam and Practical Skills Assessment to Practical Skills Logbook.            Stage 3: Professional Development in Sport changed from Practical Skills Logbook to Oral Presentation with Questions. Contemporary Issues in Sport and Education changed from Report and Poster Presentation to Oral Presentation with Questions</p>
<p><b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? Yes</b></p> <p><b>If yes, please provide the details of the changes:</b>            HAF has been updated to reflect the positive changes made modules within this programme. Module changes include the streamlining of the programme and industry facing modules to support students to develop the skill, knowledge and confidence to enter the world of work this includes the addition of L4 introduction to the sports and educational industry, L5 Developing the professional profile, L6 Advancing the professional profile.</p> <p>Changes include:</p>

<ul style="list-style-type: none"> <li>• Presenting each stage to ensure students can achieve interim awards at each level of study</li> <li>• Highlighting a balance semesterisation with the addition on new modules and removal of old modules</li> <li>• Highlighting how inclusivity &amp; wellbeing are implemented and achieved via the new module options and programme</li> <li>• Presents specific new modules with skill development at each level e.g data literacy</li> </ul>	
<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> Following the Sport PSR, all curriculum has been reviewed and updated. Changes made to align programme with HAF and balanced semesters for students and assessments, with the ability to achieve 30 credits during semester 1 equating to relevant certification. Changes made following consultation and feedback from industry and the suggestion of a health strand whilst committing to providing student with industry facing and industry relevant learning experiences.	
<b>Change requested by: Gemma Sharples</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.sharples <span style="float: right;"><b>Date:</b>5/12/24</span>	
<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 <span style="float: right;"><b>Date:</b> 05.12.24</span>	
<b>Approval Committee and Date:</b>	CVC Chair's action (SD) 2025 02 12 (from CVC 2025 01 22)
<b>Change approved with effect from:</b>	01 September 2025
<b>Resulting new version number:</b>	11.0 (2025 intake onwards)


<b>Current version number: 10.1</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 <span style="float: right;"><b>Date:</b> 19/04/24</span>	
<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 <span style="float: right;"><b>Date:</b> 22.04.24</span>	

<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>	10.2 (2020 intake onwards)

<b>Current version number: 10.0</b>	
<b>Outline Change Details:</b> 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 HANXR-15-5 to HSPVSP-15-5, in line with module amendment.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>Material Alteration: No</b>	
<b>Rationale:</b> 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.	
<b>Change requested by: Gemma Sharples</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> pp Lucy Dumbell	<b>Date:</b> 06/03/2024
<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> pp. Thomas Legge	
<b>Date:</b> 06/03/2024	
<b>Approval Committee and Date:</b>	CSP Chair's Action L Dumbell 2024 03 06
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	10.1 (2020 intake onwards)

<b>Current version number: 9.1</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 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.	
<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>	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

<b>Current version number: 9.0</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>	9.1 (2020 intake onwards)

11/04/2022 – formatting corrected in part 3

<b>Current version number: 8.1</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. 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).	
<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	

**Rationale:**

Revised as part of the Refresh 22 process

 **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:** Gemma Sharples

**Date:** 7/1/22

**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

**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**

**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.

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.

**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:** 25/6/2021

**Name of Head of Department: Sarah Lee**

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

**Signature:** Sarah Lee

**Date:** 25.06.21

**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**

**Outline Change Details:**

Parts 3 and 6 updated in line with module amendments:

HANVG4-15-3 Foundation Skills Development

Module code changed from HANV8A-30-3 to HANVG4-15-3 - reduced to 15 credits.

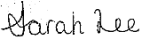
Assessment component A changed from written exam to in class test.

HANVG3-30-3 Foundation Sports Science



Module code changed from HANV8F-15-3 to HANVG3-30-3 - increased to 30 credits.

Assessment component B changed from in class test to written examination.

Reflective portfolio – components corrected

Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills	
<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: Thomas Legge</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> TJLEGGE	<b>Date:</b> 23/02/2021
<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> 	<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>	8.0 (2021 intake onwards)

<b>Current version number: 7.2</b>	
<b>Outline Change Details:</b> 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.	
<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>	7.4 (intakes 2020+)

<b>Current version number: 7.1</b>	
<b>Outline Change Details:</b> Assessment for Level 5 optional module Independent Report (HANXRX-15-5) changed from 25% exam and 75% coursework to 100% coursework, in line with amendment to module.	
<b>Material Alteration:</b> No	
<b>Rationale:</b> to ensure accuracy	
<b>Change requested by: Ben Brilot</b>	
<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	
	
<b>Signature:</b>	<b>Date:</b> 28/02/20
<b>Name of Head of Department:</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>	<b>Date:</b> 02/03/2020
<b>Approval Committee and Date:</b>	CVC Chair's action 2020 03 03
<b>Change approved with effect from:</b>	1 September 2020
<b>Resulting new version number:</b>	7.2 (intakes 2019+)

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

<b>Current version number: 6.1</b>
Outline Change Details:
<b>Part 1</b>
Interim award titles all revised
Mode of study: removal of accelerated FT
<b>Part 2</b>
HEAR statement has been revised
<b>Part 3 (and part 5)</b>
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

<b>Signature:</b> 	<b>Date:</b> 21.01.19
<b>Approval Committee and Date:</b>	CVC 2019 02 08
<b>Change approved with effect from:</b>	1 September 2019 (for 2019 intake)
<b>Resulting new version number:</b>	7.0

#### Version 6.1

<b>Rationale:</b> After the successful application for University Title, amendments were required to all specifications.	
<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>	6.1

#### Version 4.1 (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 2.1 (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). 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	
<b>Material Alteration:</b> No	
<b>Outline Change Details:</b> Title change to: HSPV4E-15-6 The Legacy and Impact of Sports Events to The Impact of Sports Events.	
<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>	V2.1

#### Version 2.0 (2017 intake)

<b>Outline Change Details:</b> 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.	
<b>Rationale:</b> To increase access and widening participation opportunities for this programme.	
<b>Change requested by:</b>	Rosie Scott-Ward
<b>CAC approval date:</b>	27 April 2017
<b>Change approved with effect from:</b>	01 September 2017

