

## Programme Specification

<b>Part 1: Basic Data</b>			
<b>Primary Programme Title</b>	BSc (Hons) Strength and Conditioning		
<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) Strength and Conditioning</b>	Stage 0 entry: 4 years full time, 8 years part time. Stage 1 entry: 3 years full time, 6 years part time.	<b>The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</b>  <b>National Strength and Conditioning Association (NSCA)</b>	<b>None</b>
<b>BSc (Hons) Strength and Conditioning with integrated placement year</b>	Stage 0 entry: 5 years full time, 9 years part time. Stage 1 entry: 4 years full time, 7 years part time.	<b>The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</b>  <b>National Strength and Conditioning Association (NSCA)</b>	<b>None</b>
<b>Interim Award Titles</b>	BSc Strength and Conditioning BSc Strength and Conditioning with integrated placement year BSc Sport Studies BSc Sport Studies with integrated placement year 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>	Mixed		
<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>BSHSSTCX</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>	13 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>	CIMSPA - 29 October 2020	<b>Date For Re-accreditation</b>	CIMSPA – None
	NSCA – 11 May 2022		NSCA – 31 March 2025
<b>Version</b>	11.0		

## Part 2: Programme Overview

BSc (Hons) Strength and Conditioning graduates understand the diversity of the strength and conditioning profession and have developed the knowledge to assist individuals to optimise physical performance and robustness to injury throughout the athletic lifecycle. Graduates display excellence in how they deploy specific training tools based on the needs of the individual athlete. When working within a multidisciplinary team alongside other sports science and medical professionals, the graduate sports conditioner will therefore have a clear understanding of their role delineation and practice. The graduate's learning has been endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) which means they have demonstrated the industry standards outlined by the United Kingdom Strength and Conditioning Association (UKSCA) and will achieve the title 'Graduate Strength and Conditioning Coach' upon completion of their degree. This undergraduate programme is also recognised by the National Association of Strength and Conditioning (NSCA) Education Recognition Programme which means students have internationally approved strength and conditioning curricula within their programme of study. Graduates will be competent in delivering and providing the following: evidence-based exercise prescription to diverse athletes across various sectors; demonstrating problem solving skills by critically reviewing complex data sets and analysing to inform testing and training prescription; and evaluating current research and its application to physical performance for diverse athletes. Graduates have a sophisticated depth and breadth of knowledge of sport science disciplines and how this can be applied in various settings. Graduates will have explored how the strength and conditioning industry can be utilised in various environments such as working in the health sector and will challenge current practice by examining guidelines to determine how training should be adapted to specific populations such as the youth athlete.

BSc (Hons) Strength and Conditioning with integrated placement year graduates understand the diversity of the strength and conditioning profession and have developed the knowledge to assist individuals to optimise physical performance and robustness to injury throughout the athletic lifecycle. Graduates display excellence in how they deploy specific training tools based on the needs of the individual athlete. When working within a multidisciplinary team alongside other sports science and medical professionals, the graduate sports conditioner will therefore have a clear understanding of their role delineation and practice. Graduates have elected to gain a year's experience within industry and have demonstrated their ability to effectively deliver evidence-based, safe and effective practice. The graduate's learning has been endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) which means they have demonstrated the industry standards outlined by the United Kingdom Strength and Conditioning Association (UKSCA) and will achieve the title 'Graduate Strength and Conditioning Coach' upon completion of their degree. This undergraduate programme is also recognised by the National Association of Strength and Conditioning (NSCA) Education Recognition Programme which means students have internationally approved strength and conditioning curricula within their programme of study. Graduates will be competent in delivering and providing the following: evidence-based exercise prescription to diverse athletes across various sectors; demonstrating problem solving skills by critically reviewing complex data sets and analysing to inform testing and training prescription; develop problem solving skills by evaluating current research and its application to physical performance for diverse athletes. Graduates have a sophisticated depth and breadth of knowledge of sport science disciplines and how this can be applied in various settings. Graduates will have explored how the strength and conditioning industry can be utilised in various environments such as working in the health sector and will challenge current practice by examining guidelines to determine how training should be adapted to specific populations such as the youth athlete.

### 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

<sup>1</sup> 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	None	<u>Higher Education Foundation Award in Academic Skills</u>  <u>Higher Education Foundation Certificate in Academic Skills</u>

	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>HSPVSU-15-4 Academic Skills for Sport and Exercise Scientists</p> <p>HSPVSW-15-4 Fundamentals of Sport and Exercise Biomechanics</p> <p>HSPVUQ-15-4 Fundamentals of Strength and Conditioning</p> <p>HSPXL7-15-4 Introduction to Exercise Physiology <sup>1</sup></p> <p>HSPVVG-15-4 + Introduction to Functional Anatomy</p> <p>HSPXLE-15-4 + Introduction to Sport and Exercise Psychology <sup>1</sup></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 from Stage 1.		
<b>Stage 2</b>	<p>HSPV5X-15-5 + Applied Biomechanics in Sport</p> <p>HSPXSA-30-5 + Applied Strength and Conditioning <sup>1</sup></p> <p>HSPXSB-15-5 Exercise Physiology <sup>1</sup></p> <p>HSPXS5-15-5 + Health Related Exercise</p>	HSPVSP-15-5 Independent Report <sup>EX</sup>	<u>Diploma of Higher Education in Sport Studies</u>

	HSPXS9-15-5 + Sport and Exercise Nutrition  HSPVTB-15-5 The Sport and Exercise Researcher  HSPVSV-15-5 The Sport and Exercise Scientist		
<b>Optional Year</b>	HANVK6-15-5 Integrated Placement Year		
To progress to stage 3 you must achieve at least 210 credits from Stages 1 and 2.			
<b>Stage 3</b>	HSPV3T-15-6 + Applied Sport and Exercise Physiology <sup>1</sup>  HSPVV6-15-6 Developing the Youth Athlete  HSPVU8-15-6 + Professional Practice for Applied Sport Scientists <sup>1</sup>  HSPV5G-15-6 + Recovery and Monitoring for Sport Performance <sup>1</sup>  HSPVQA-45-6 + Sport Research Project <sup>1</sup>	HSPVA6-15-6 Biomechanics in Sport Practice  HSPVU4-15-6 Performance Nutrition  HSPV55-15-6 Special Populations	<u>BSc Sport Studies</u>  <u>BSc Sport Studies with integrated placement year</u> This must include the Integrated Placement Year module.  <u>BSc Strength and Conditioning</u> This must include all core modules except Sport Research Project.  <u>BSc Strength and Conditioning with integrated placement year</u> This must include all core modules except Sport Research Project and must include the Integrated Placement Year module.  <u>BSc (Hons) Strength and Conditioning</u> This must include all core modules.  <u>BSc (Hons) Strength and Conditioning with integrated placement year</u> This must include all core modules and must include the Integrated Placement Year module.

**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>Introduction to Functional Anatomy</b>	<b>Fundamentals of Sport and Exercise</b>	<b>Academic Skills for Sport and Exercise</b>	<b>Research and Data Skills in Sport</b>	<b>Principles of Strength and Conditioning</b>	<b>Fundamentals of Strength and Conditioning</b>	<b>Introduction to Exercise Physiology</b>	<b>Introduction to Sport and Exercise Psychology</b>	<b>Exercise Physiology</b>	<b>The Sport and Exercise Researcher</b>	<b>The Sport and Exercise Scientist</b>	<b>Applied Strength and Conditioning</b>	<b>Health Related Exercise</b>	<b>Applied Biomechanics in Sport</b>	<b>Sport and Exercise Nutrition</b>	Integrated Placement Year	<b>Sport Research Project</b>	<b>Applied Sport and Exercise Physiology</b>	<b>Recovery and Monitoring in Sports Performance</b>	<b>Professional Practice for Applied Sport Scientists</b>	<b>Developing the Youth Athlete</b>	Special Populations	Biomechanics in Sports Practice	Performance Nutrition
<b>A) Knowledge and Understanding of:</b>																								
<b>1.</b> The impact of exercise physiology and how exercise prescription influences energy demands for sports performance.					B	B	B		B			B						A					B	
<b>2.</b> The role biomechanics has on athletic movement and how this influences strength and conditioning practice.		B			B	B						B		A						B		B		
<b>3.</b> The theoretical principles of anatomy and how this underpins strength and conditioning practice.	A																							
<b>4.</b> Theories of Sport psychology and how this can be used to motivate athletes from various backgrounds.								A												B	B		B	
<b>5.</b> Principles of training science and prescription to elicit specific adaptations to enhance sports performance for both on pitch and gym-based training.					B	B						A							B	B				

6. How strength and conditioning practice may change, and be able to demonstrate how to adapt training for diverse individuals and environments.		B			B							B	B	B		B					A	A	A	B	B		
7. How strength and conditioning practice can enhance health and wellbeing.									B			B	A		B								B	A		B	
8. Current practices in sports nutrition and how they are applied to further enhance athletic development.									B						A		B						B			B	
<b>B) Intellectual Skills</b>																											
1. Critically evaluate practice and research in strength and conditioning to inform an evidenced-based approach.					B	B						A										A	A	A			
2. Analyse, interpret and disseminate research data and findings using appropriate methods to make coherent substantiated arguments.			B	B			B	B	B	A		B	B	B			A	A	B			B	B	B	B	B	
3. Make informed decisions regarding exercise prescription by analysing and interpreting various monitoring and wellbeing data sets.						B	B		B			B	B		B				A			B					
4. Evaluate the effectiveness of strength and conditioning strategies and the wider sport science industry and be able to demonstrate thorough problem-solving skills to enhance practice within a sport science team.												B							B	A		B					
5. Challenge empirical research, concepts, and evidence of practice from a range of sources to synthesis new ideas to then apply in practice.			B	B			B				B		A				A		B			B			B	B	
6. Develop, design, and execute an independent research project utilising recognised research designs and techniques.				B						B	B	B					A										
7. Engage in academic enquiry, qualitative and quantitative research methods, and the ability to identify, develop, and implement strategic empirically based problem-solving strategies.			B	B			B			A	B					B			A			B	B	B	B	B	
<b>C) Performance and Practice</b>																											
1. The role of a strength and conditioning practitioner within the interdisciplinary nature of the sports science support teams and other exercise and health professionals.							B					B	B		B							A	A	A	B		B



2. Able to select appropriate athletic tests for the components of fitness and run them effectively in a lab-based environment.						B			B			B						A				B			
3. Demonstrate capable and effective application of practice in strength and conditioning that represents the level of competency by Strength and Conditioning National Governing Bodies.	B				B	B					A								B	B	B			B	
4. Highly developed analysis skills and be competent using multiple software platforms to analyse data.									B		A			A	B			B		B				A	
5. Plan, design, implement and evaluate effective strength and conditioning programmes.					B	B					A	B							A	B	B	B			
6. Evidence continued professional (CPD) development activities.						B			B		B	B						B	B	B	A	B		B	
<b>D) Setting, Personal, and Enabling Skills</b>																									
1. Ability to analyse and report data to various stakeholders using various data analysis software.						B			B		A			A	B			B	B	A		B		A	A
2. Develop undergraduate academic study skills, and can communicate ideas clearly by utilising research techniques, structuring written work effectively and referencing.	B	B	B					B		A	B			B	B			A	B	B		B	B		A
3. Critical appraisal of current empirical and evidence-based practice and research with the purpose of synthesising information from a range of sources to address complex challenges, including sustainable development, in strength and conditioning.			B	B										B					A	A	A	B			
4. Communicate effectively and appropriately through various means with a range of personnel including clients, peers and colleagues from diverse backgrounds.						B			B		B	A			B				B			B	B		
5. Professional and graduate skills enhanced through industry knowledge, and a reflective philosophy when analysing professional effectiveness and wellbeing.						B	B					A	B		B				A	A	B			B	

## Part 5: Learning, Teaching and Assessment

### Learning, Teaching and Assessment Journey:

The BSc (Hons) Strength and Conditioning programme is designed to develop a theoretical and practical understanding of the diversity of the strength and conditioning profession, to develop the knowledge to assist individuals to optimise physical performance and robustness to injury throughout the athletic lifecycle. As such, students will study a range of subjects including the physiological, biomechanical and psychological demands of sport and exercise sciences. The programme has a focus on embedding practical skills that are aligned to the competencies of the strength and conditioning governing bodies. The programme's modular structure allows students to build upon fundamental principles learned in the modules and to develop technical competence, and practical coaching skills, and encourages reflective practice from a multi and interdisciplinary approach ensuring students are developed to effectively communicate with athletes and discipline specific sports staff they may be exposed to throughout their career.

Having entry points into both a Foundation Stage (Stage 0) and Stage 1 enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Stage will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally, the Foundation Stage includes professional development activities enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

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.

The programme is designed to become more challenging across the stages. At Stage 1, students will be introduced to exercise physiology, strength and conditioning and functional anatomy and biomechanics. They are introduced to laboratory skills and practicals to prepare them for the applied study of exercise physiology and applied strength and conditioning and Stages 2 and 3. Additionally, students will discover the importance of research skills, data collection and analysis techniques. The programme evolves at Stage 3, increasing in depth and complexity, requiring synthesis and critical evaluation of material as students develop independence. At Stage 3, there are a variety of optional modules, in combination with compulsory modules on the BSc (Hons) Strength and Conditioning, which presents students with the opportunity to expand their interest within the strength and conditioning field, for example, sports nutrition, working with health-related populations and understanding advanced biomechanics.

The learning approach on the programme therefore includes both taught sessions and the promotion of work-based learning tasks to contribute to the student experience. Students have the opportunity to learn in a variety of ways including lectures, seminars, practicals and guest speakers from industry. Within these sessions, students are encouraged to engage in group-based activities such as discussions, coaching their peers and presenting back both theory and application of what they have learnt. Due to the various ways that athletic performance can be enhanced, the teaching philosophy of the

## Part 5: Learning, Teaching and Assessment

degree encapsulates experiential learning so that students can create their own coaching and training philosophy. These learning experiences are intended to enhance student knowledge and develop the necessary skills for employment.

Students have access to a wide range of high-class facilities including all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratories, strength and conditioning gyms, biomechanics laboratories and more within the institution's Sports Academy which are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include rehabilitation suites and use of audio-visual equipment. In addition to the above, the vast majority of practical-based learning sessions will take place in our strength and conditioning facilities. Students engage in practical coaching sessions, laboratory sessions and work-related learning, to encourage the contextualisation of learning to real-world conditioning practice aligned to the United Kingdom Strength and Conditioning Association (UKSCA) and endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). On successful completion of the course, graduates hold the professional position of 'Graduate Strength and Conditioning Coach'. This undergraduate programme is also recognised by the National Association of Strength and Conditioning (NSCA) Education Recognition Programme which means students have internationally approved strength and conditioning curricula within their programme of study.

Provision has also been made for students to be able to engage in an industry-related, additional credit-bearing, integrated year of placement. Students wishing to do this would complete this between Stages 2 and 3 of the degree. Students will have the opportunity to develop the skills learnt within the first 2 stages in a performance environment to further enhance career prospects.

The university prioritises student support: the Academic Personal Tutoring system at Hartpury University complements study skills sessions operated by the Achievement and Success Centre (ASC). This ensures students have the opportunity to advance their academic study through individual and group tutorials where in stage one there is a focus on study skills. As students progress towards Stage 3, academic tutors guide students with module choices and career development routes. Each student has a designated Academic Personal Tutor who guides students throughout their study path.

The assessment strategy for this programme embeds opportunities for students to achieve employment-ready vocational skills applicable to a strength and conditioning coach throughout the programme. There are also opportunities for students to develop key graduate attribute skills such as critical writing, laboratory reports, effective team working and communication skills, which are rooted within the programme to ensure students are diverse in their exposure to the role of the strength and conditioning coach in multiple contexts. Assessment across the programme includes tasks that enable students to problem-solve and demonstrate skills required within industry-specific challenges they will face in their careers and throughout industry. The assessment strategy includes a variety of methods including practical examinations, oral presentations, written assessments, laboratory reports and literature reviews. The assessment strategy has been written to promote effective learning and engagement to ensure knowledge, understanding and skills required are comprehensively evaluated.

## **Part 5: Learning, Teaching and Assessment**

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:

Sport Research Project

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

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as 'Graduate Strength and Conditioning Coach'.

National Strength and Conditioning Association (NSCA) Education Recognition Programme.

## Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral 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 Exercise Physiology							A (100) Practical Skills Logbook	
	Introduction to Functional Anatomy					B (100) Test Series			
	Fundamentals of Sport and Exercise Biomechanics	A (100) Coursework Series							
	Introduction to Sport and Exercise Psychology	A (100) Essay							
	Principles of Strength and Conditioning				A (100) Open-Material Written Examination				
	Fundamentals of Strength and Conditioning							A (100) Group Practical Skills Assessment, individually marked	
	Research and Data Skills in Sport							A (100) Practical Skills Logbook	
	Academic Skills for the Sport and Exercise Scientist	A (30) Coursework							B (70) Oral Presentation
<b>Core Modules</b>	Applied Strength and Conditioning	B (40) Coursework					A (60) Practical Examination		

<b>Stage 2</b>	Exercise Physiology		B (50) Case Study Report			A (50) Unseen Fixed-Time Test			
	The Sport and Exercise Researcher		A (100) Report						
	The Sport and Exercise Scientist							A (100) Practical Skills Logbook	
	Health Related Exercise			A (100) Coursework Portfolio					
	Sport and Exercise Nutrition		A (100) Case Study Report						
	Applied Biomechanics in Sport					A (100) Case Study Test			
<b>Optional Year</b>	Integrated Placement Year			A (100) Industry Experience Portfolio					
<b>Core Modules Stage 3</b>	Sport Research Project		A (75) Project Report						B (25) Oral Assessment
	Applied Sport and Exercise Physiology							A (100) Practical Skills Assessment	
	Recovery and Monitoring for Sports Performance							A (100) Practical Skills Assessment	
	Developing the Youth Athlete			A (100) Coursework Portfolio					
	Professional Practice for							A (100) Practical	

	Applied Sport Scientists							Assessment Series	
Optional Modules Stage 3	Biomechanics in Sport Practice							B (30) Group In-Class Practical Skills Assessment, with a group mark	A (70) Group Oral Presentation with Questions, individually marked
	Special Populations		A (100) Case Study Report						
	Performance Nutrition		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](http://www.hartpury.ac.uk)).



## Approved Programme Amendment Log

<b>Primary Programme Title:</b>	BSc (Hons) Strength and Conditioning
<b>Programme Code:</b>	BSHSSTCX
<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>  Part 1: 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 to include skill sets  Parts 3, 4 and 5 updated to reflect new programme structure and module amendments.  Stage 1: 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; HSPVUQ-15-4 Fundamentals of Strength and Conditioning (15 credits) replaces HSPVB7-30-4 Fundamentals of Strength and Conditioning (30 credits); new module HSPVVG-15-4 Introduction to Functional Anatomy replaces HSPXL8-30-4 Introduction to Functional Anatomy and Sports Biomechanics new module HSPVSW-15-4 Fundamentals of Sport and Exercise Biomechanics added.  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; HSPXS5-15-5 Health Related Exercise and HSPV5X-15-5 Applied Biomechanics in Sport changed from optional to core; core module HSPV6J-15-5 Youth Physical Development removed; HSPXS9-15-5 Sports and Exercise Nutrition name change (was Sports Nutrition) and changed from optional to core; optional modules HSPXTX-15-5 New Venture Creation and HSPVA3-15-5 Pedagogy in Action removed; HSPVSP-15-5 Independent Report to be offered by exception only.  Stage 3: HSPVQA-45-6 Sport Research Project name change (was Sport Research and Knowledge Exchange Project); new module HSPVV6-15-6 Developing the Youth Athlete added as core module; HSPV49-15-6 Screening and Prevention removed as core module; HSPVU8-15-6 Professional Practice for Applied Sport Scientists replaces HSPVAV-15-6 Professional Practice in Strength and Conditioning; new module HSPVU4-15-6 Performance Nutrition added as optional module; optional modules HSPVA7-15-6 High Performing Teams and HSPV4C-15-6 Sports Conditioning and Return-to Play removed.  Part 3: Programme Structure - Stage 0 pre-2022 'transition modules' removed, as no longer needed.  Part 5: Programme Learning Outcomes updated.  Part 5: Learning, Teaching and Assessment amended slightly.  Part 5: Assessment Map – updated to reflect module amendments.  Stage 1: Introduction to Exercise Physiology - changed from Test, Written Exam and Practical Skills Assessment to Practical Skills Logbook; Introduction to Sport and Exercise Psychology – Test removed; Fundamentals of Strength and Conditioning - Written Exam removed.</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></p> <p>HAF has been updated to reflect the positive changes made to the programme. Module changes include the streamlining of the programme (i.e. reduction in options) in addition to three very clear avenues that students can study (nutrition, health or biomechanics. In addition there has been changes made in the following areas :Programme Semesterisation and Assessment Map revised to align with updated modules and assessments; updates to both Inclusivity and Wellbeing that highlights good practice at promoting these across the programme; updates to Research and Evidence Informed Skills, Graduate Attributes, and Sustainable Development sections to reflect module changes; transition and CMA requirements completed with no intention to enrol current students on new curriculum.</p>
<p><b>Material Alteration: Yes and is accompanied by the relevant course information document.</b></p>
<p><b>Rationale:</b>  Changes at Level 4 to allow 60 credits to be achieved by end of semester 1.  Change of Level 5 modules in response to external and professional recommendations to allow focus on health in addition to performance as well as create pathways for Biomechanics and Nutrition.</p>

<p>Youth Physical Development changed to Level 6 to allow for core modules of Health-Related Exercise and Biomechanics.  Professional Practice module has been changed to run alongside the BSc (Hons) Sport Science and Sports Nutrition degrees.  Change of optional modules at Level 6 to continue on with themes and clear pathways for students based off interests.</p>	
<p><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</p>	
<p><b>Signature:</b> G.Henry <span style="float: right;"><b>Date:</b> 15/12/2024</span></p>	
<p><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</p>	
<p><b>Signature:</b> Sarah Lee <span style="float: right;"><b>Date:</b> 28.11.24</span></p>	
<b>Approval Committee and Date:</b>	CVC Chair's action (LD) 2025 02 13 (from CVC 2025 01 30)
<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>	
<p><b>Outline Change Details:</b>  Part 3: Assessment Map – updated to reflect change of assessment for Stage 2 / Level 5 core module Youth Physical Development (addition of Component B - Unseen In-Class Test).</p>	
<p><b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b></p>	
<p><b>Material Alteration: Yes and is accompanied by the relevant course information document.</b></p>	
<p><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.</p>	
<p><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</p>	
<p><b>Signature:</b> G.Henry <span style="float: right;"><b>Date:</b> 19/04/2024</span></p>	
<p><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</p>	
<p><b>Signature:</b> Sarah Lee <span style="float: right;"><b>Date:</b> 22.04.24</span></p>	
<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 (2021 intake onwards)

<b>Current version number: 10.0</b>	
<p><b>Outline Change Details:</b>  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.</p>	


<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> Due to changes in which programmes take the Independent Report module the overseeing department was revised to ensure they could act effectively when managing it.	
<b>Change requested by: Ben Brilot</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> B Brilot	<b>Date:</b> 05/03/24
<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; OR;	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 06.03.24
<b>Approval Committee and Date:</b>	CSP Chair's Action 2024 03 20
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	10.1 (2021 intake onwards)

<b>Current version number: 9.4</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; HANV8D-30-3, 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>	10.0 (2021 intake onwards)

<b>Current version number: 9.3</b>	
<b>Outline Change Details:</b> Part 5: Learning Teaching and Assessment – wording regarding 15 hours a week contact removed following review.	
<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> In line with current institutional approach, which has removed the requirement for all level 3 and level 4 learners to be timetabled for at least 15 hours a week on average across teaching weeks, scheduled learning and independent study hours have been amended to improve the effectiveness of student timetables, encourage student engagement and ensure consistency of experience across the curriculum.	
<b>Change requested by: Alice Tocknell</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> Alice Tocknell	<b>Date:</b> 28.09.23
<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> 27.09.23
<b>Approval Committee and Date:</b>	CVC nominee L Dumbell 2023 10 02
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	9.4 (2021 intake onwards)

<b>Current version number: 9.2</b>	
<b>Outline Change Details:</b> Part 5: Assessment Map updated to reflect module amendment - Stage 1 / Level 4 core module Introduction to Functional Anatomy and Sports Biomechanics Component B changed from Practical Skills Logbook to Test Series.	
<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</b>	
<b>Rationale:</b> to ensure accuracy following change to module.	
<b>Change requested by: Laurence Protheroe</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> 	<b>Date:</b> 15/02/23
<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> 14.02.23
<b>Approval Committee and Date:</b>	CVC Chair's action 2023 03 06
<b>Change approved with effect from:</b>	01 September 2023
<b>Resulting new version number:</b>	9.3 (2021 intake onwards)

<b>Current version number: 9.1</b>	
<b>Outline Change Details:</b> Part 5: Assessment Map – assessment for Stage 2 / Level 5 optional module Applied Biomechanics in Sport changed from Seen Case Study Written Examination to Case Study Test.	
<b>Material Alteration: No</b>	
<b>Rationale:</b> To reflect module amendment.	
<b>Change requested by: Alice Tocknell</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> A.Tocknell	<b>Date:</b> 28.11.22
<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> 16.11.22
<b>Approval Committee and Date:</b>	CVC 2022 11 30
<b>Change approved with effect from:</b>	30 November 2022
<b>Resulting new version number:</b>	9.2 (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 optional module High Performing Teams amended from Seen Case Study Written Examination to Case Study Test, in line with module amendment.  
Approved by CSP Chair's action 2022 09 22

**15.08.2022 – approval date added to change log for version 8.1, as previously omitted in error.**

<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.	

Parts 1, 2 and 5 - National Strength and Conditioning Association (NSCA) added as Professional Accrediting Body.  
 Part 1 – interim awards updated to include BSc Strength and Conditioning with integrated placement year, as previously omitted in error.

**Material Alteration: Yes**

**Rationale:**

Inclusion of NSCA education recognition to ensure promotion and administration.

**Change requested by: Alice Tocknell**

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:** Alice Tocknell

**Date:** 12.07.22

**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:** Sarah Lee

**Date:** 18.07.22

**Approval Committee and Date:** CVC 2022 07 21

**Change approved with effect from:** 01 September 2022 (2020 intake onwards)

**Resulting new version number:** 9.1

**Current version number: 8.2**

**Outline Change Details:**

1. Part 2 amended in line with curriculum refresh guidelines
2. Part 3: International modules removed
3. Part 4: Learning outcomes amended
4. Part 5: Learning Teaching and Assessment amended
5. Assessment map altered
6. Parts 3, 4 and 5: HSPVQA-45-6 Sport Research and Knowledge Exchange Project added as Level 6 core module. Optional Level 5 modules HANXRR-45-5 International Academic Study Extended Project, HANXRP-15-5 International Academic Study Portfolio, HANXRQ-30-5 International Academic Study Project and HSPXS6-15-5 Study Trip removed.
7. Parts 1 and 3 – interim awards updated, including addition of new 30 credit Certificate in Academic Skills.
8. 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); Level 6 core module Recovery and Monitoring for Sport Performance changed from portfolio to practical skills assessment; Level 6 optional module Sports Conditioning and Return to Play changed to 60% coursework and 40% practical

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

**Rationale:**


Revised as part of the Refresh 22 process: the changes above have been requested as a result of curriculum refresh guidance and are in accordance with the supportive documentation. The removal of international modules was because they did not support the programme learning outcomes and as they are historic on the programme map are no longer serving the programme.

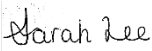
**Change requested by: J Douglas**

I can confirm that student representatives have been consulted about this change


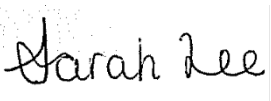
I can confirm that colleagues impacted by this change have been consulted

I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

	
<b>Signature:</b>	<b>Date:</b> 13.01.22
<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> S Lee	<b>Date:</b> 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>	9.0

<b>Current version number: 8.1</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.	
<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.	
<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> TJLEGG	<b>Date:</b> 25/02/2021
<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>	8.2 (2021 intake onwards)

<b>Current version number: 7.3</b>	
<b>Outline Change Details:</b>	
Part 1: PRSB details (CIMSPA) added Part 2: HEAR statement amended Part 3: Programme structure updated (* annotations for modules aligned with PSRB endorsement) Part 5: Description of descriptive features amended to include CIMSPA endorsement details	
Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills.	
<b>Material Alteration: Yes</b>	
<b>Rationale:</b> To align the programme specification with recent endorsements attained from CIMSPA	

Interim award: after a review of the interim award titles, it was agreed this revised title provided better clarity.	
<b>Change requested by: Jenni Douglas</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> 	<b>Date:</b> 05.01.21
<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> 19.01.21
<b>Approval Committee and Date:</b>	CSP 2021 02 22
<b>Change approved with effect from:</b>	8 February 2021
<b>Resulting new version number:</b>	8.1 (2020 intake onwards)

<b>Current version number: 7.1</b>	
<b>Outline Change Details:</b> Parts 3, 4, 5 & 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment. Part 6: Assessment for 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, in line with module amendments.	
<b>Material Alteration: Yes</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>	7.3 (2020 intake)

<b>Current version number: 7.0</b>	
<b>Outline Change Details:</b> Part 6: 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.  Interim awards updated in Parts 1 and 3: Higher Education Foundation Certificate added.	
<b>Material Alteration: No</b>	
<b>Rationale: to ensure accuracy</b>	
<input type="checkbox"/> <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



I have retained evidence of this consultation which has been placed in the Module File

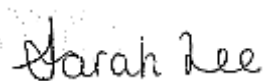


**Signature:**

**Date:** 28/02/20

**Name of Head of Department:**

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:** 7.1 (intakes 2019+)

**Current version number:** 6.1

**Outline Change Details:**

**Part 1 and Part 3**

Interim awards have been updated

**Level 4**

Removed:

Principles of Strength and Conditioning (HSPXM3-15-4)

Sports Injury and Pathology (HSPXM7-15-4)

Academic Skills for Sport (HSPXKY 15-4)

Fundamentals of Strength and Power in Performance (HSPV5E-15-4)

Skills Acquisition (HSPXM4-15-4)

Added:

Fundamentals of Strength and Conditioning (HSPVB7-30-4)

The Sport and Exercise Professional (HSPVC4-30-4)

Introduction to Sport and Exercise Psychology (HSPXLE-15-4)

**Level 5**

Removed:

Soft Tissue Techniques (HSPXSC 15 5)

Undergraduate Research Process (HANXU5 15 5)

Coaching Olympic Weight Lifting (HSPV6K-15-5)

Added:

The Sport and Exercise Scientist (HSPV5Y-30-5)

Applied Biomechanics in Sport (HSPV5X-15-5)

Pedagogy in Action (HSPVA3-15-5)

Name Change: Training the Youth Athlete (HSPV6J-15-5) to Youth Physical Development (HSPV6J-15-5)

**Level 6**

Removed:

Current Issues in Strength and Conditioning (HSPV47-15-6)

Sport Science for Coaches (HSPV4B-15-6)

Added:

Professional Practice in Strength and Conditioning (HSPVAV-15-6)

High Performing Teams (HSPVA7-15-6)  
Biomechanics in Sport Practice (HSPVA6-15-6)

**Part 4**

A4 was edited with text being removed.

Before: Critically appraise current practice and undertake systematic rigorous research to underpin discipline specific best practice.

A2 - Text was deleted from learning outcome to clarify meaning:

Before: Plan, design, implement and evaluate effective programmes of intervention in strength and conditioning.

**Part 6**

Modules and assessment matrix updated

**Part 7**

Text updated

**Part 8**

has been removed.

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

**Rationale:** Changes have been made in line with recommendations from the Sport PCR

**Change requested by: Jason Moran**

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:** 11/02/2019

**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:** 11.02.19

**Approval Committee and Date:** CVC 2019 02 27

**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. Award Titles amended to replace (SW) with (IP) 3. 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 v4**

<b>Rationale:</b> The programme team have reviewed enrichment activity and therefore it is not appropriate to state this specific course will be available as an opportunity.	
<b>Material Alteration:</b> YES and <b>Course Information Sheet amended appropriately:</b> Yes/No	
<b>Outline Change Details:</b> Amendment within 'Description of any Distinctive Features" section	
The following statement has been removed in accordance with changes to enrichment activity.  "Furthermore, as a student studying the BSc Strength and Conditioning degree at the institution you will have the distinct opportunity become a certified British Weight Lifting Coach (BWL) – a qualification that is held in high esteem by employers within the field."	
<b>Change requested by:</b>	<b>Alice Tocknell</b>
<b>CVC approval date:</b>	<b>6 August 2018</b>
<b>Change approved with effect from:</b>	01 September 2019
<b>New version number:</b>	<b>4.1</b>

**Version 4 (2018 intake) 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