HARTPURY UNIVERSITY

Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Sports Coaching		
Target Award Titles	**Mode and Typical Duration of Study**	**Professional Accrediting Body Links**	**Study Abroad / Exchange / Credit Recognition**
BSc (Hons) Sports Coaching	Stage 0 entry: Full time, 4 years Part time, 8 years Stage 1 entry: Full time 3 years full time, Part time 6 years	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Credit recognition
Interim Award Titles	BSc Sports Coaching BSc Sport Studies Diploma of Higher Education in Sports Coaching Diploma of Higher Education in Sport Studies Certificate of Higher Education in Sports Coaching 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		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Sport		
Unit-E Code	**BSHSSPCX**		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk)		
Most Recent Validation Date	13 March 2025	**Due for Re-validation By**	01 September 2030
Amendment Approval Date	V10.1 - 24 July 2026	**Approved With Effect From**	V10.0 - 01 September 2025 V10.1 - 01 September 2026
Professional Accrediting Body Approval Date	09 January 2021	**Date for Re-accreditation**	None
Version	10.1		

Part 2: Programme Overview

Graduates of the BSc (Hons) Sports Coaching programme have a comprehensive foundation in coaching principles, endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) to the 'Coach' Professional Standard. As a result, they are prepared to thrive in diverse and evolving roles within the coaching sector.

Graduates have engaged with a range of coaching techniques, athlete development frameworks, and contemporary industry issues, including sport policy, sustainability, and the commercial landscape of coaching. Throughout the programme, students develop a personal coaching philosophy based on critical self-reflection and an understanding of ethical, sociological, and scientific considerations.

Practical experience is central to the programme, enabling students to hone skills in session management, safety, feedback, and adaptable coaching strategies. Graduates are also equipped with professional experience through peer mentoring, community partnerships, and familiarity with sector regulations, ensuring they are prepared for the multifaceted demands of modern coaching environments. This includes the development of transferable skills, such as effective communication, collaboration, and problem-solving, which are essential for working with others across diverse coaching environments.

Graduates have the opportunity to tailor their learning experience by choosing between two distinct coaching pathways: Community Coaching and Performance Coaching. This flexibility allows students to align their studies with their career aspirations.

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 [AV] these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

	Core Modules	Optional Modules	Target and Interim Awards
Stage 0	HANVRD-30-3 Professional Development in Practice OR HANV8B-30-3 Academic Skills in Practice *pre-2024 only* HSPVSG-30-3 Business Enterprise and Management OR HANV8E-30-3 Foundation Biological Principles *pre-2024 only* HANVQX-15-3 Academic Literacy for University Studies OR HANVG4-15-3 Foundation Skills Development *pre-2024 only* HSPVRY-30-3 Principles of Sports Science OR HANVG3-30-3 Foundation Sports Science *pre-2024 only* HANVRR-15-3 Exploring Current Concepts OR HANV8C-15-3 Reviewing Literature *pre-2024 only*	None	Higher Education Foundation Award in Academic Skills Higher Education Foundation Certificate in Academic Skills

	To progress to Stage 1 you must achieve at least 90 credits.		
Stage 1	HSPVSU-15-4 Academic Skills for Sport and Exercise Scientists HSPV9Q-30-4 + Coaching and Teaching Portfolio [1] HSPXL7-15-4 Introduction to Exercise Physiology HSPXLE-15-4 Introduction to Sport and Exercise Psychology [1] HSPVVJ-15-4 Introduction to the Sports and Education Industries [1] HSPXM3-15-4 Principles of Strength and Conditioning HSPVTA-15-4 Research and Data Skills in Sport	None	Undergraduate Award in Sport Studies Undergraduate Certificate in Sport Studies Certificate of Higher Education in Sport Studies Certificate of Higher Education in Sports Coaching This must include Coaching and Teaching Portfolio
	To progress to Stage 2 you must achieve at least 90 credits at Stage 1.		
Stage 2	HSPVVK-15-5 Coach Mentoring [1] HSPVVW-15-5 Developing the Professional Profile [1] HSPVV8-30-5 + Pedagogy in Action [1] HSPVTB-15-5 The Sport and Exercise Researcher [1] HSPVSV-15-5 The Sport and Exercise Scientist **EITHER** HSPVVX-15-5 Community Sport AND HSPXRT-15-5 Coaching Children	None	Diploma of Higher Education in Sport Studies Diploma of Higher Education in Sports Coaching This must include Coaching and Teaching Portfolio and Pedagogy in Action

	OR HSPVC5-15-5 Applied Performance Analysis AND HSPXRV-15-5 Sport and Exercise Psychology		
	To progress to Stage 3 you must achieve at least 210 credits.		
Stage 3	HSPVWR-30-6 Applied Coaching Concepts [1] HSPV5C-15-6 Professional Development in Sport [1] HSPVQA-45-6 Sport Research Project **EITHER** HSPVA9-15-6 Performance Analysis in Practice AND HSPVA7-15-6 High Performing Teams **OR** HSPVWD-15-6 Sport for Development AND HSPV3V-15-6 Contemporary Issues in Sport and Education	None	<u>BSc Sport Studies</u> <u>BSc Sports Coaching</u> This must include Applied Coaching Concepts and Coaching and Teaching Portfolio and Pedagogy in Action. <u>BSc (Hons) Sports Coaching</u> This must include all core modules.

Part time:
The part time student journey from entry through to graduation is individually negotiated with the student.

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.
A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

Learning Outcomes:	**Coaching and Teaching Portfolio**	**Research and Data Skills in Sport**	**Academic Skills for Sport and Exercise Scientists**	**Introduction to Sport and Exercise Psychology**	**Introduction to the Sports and Education Industries**	**Introduction to Exercise Physiology**	**Principles of Strength and Conditioning**	**Pedagogy in Action**	**The Sport and Exercise Researcher**	**The Sport and Exercise Scientist**	**Developing Professional Profile**	**Coach Mentoring**	Community Sport	Coaching Children	Applied Performance Analysis	Sport and Exercise Psychology	**Sport Research Project**	**Applied Coaching Concepts**	**Professional Development in Sport**	Performance Analysis in Practice	High Performing Teams	Contemporary Issues in Sport and Education	Sport for Development
A) Knowledge and Understanding of:																							
1. Fundamental coaching styles and techniques in a variety of sports and education contexts.	A				B			A				B		A	B			A	B	B			A
2. Athlete outcomes as a result of coaching, including competencies, confidence, connection and character and their application in a range of sporting contexts.	B							A					B	A	B			A	B	B			A
3. Current academic research in the sports education and coaching contexts.	B	A	A					B	A	A			B			B		A	B	B		B	B
4. Moral, ethical and sociological issues within sports coaching, and the influence individuals can have on them.	B	B			B			B										A			A		A
5. Contemporary issues within different sports coaching contexts.	B							B			A		A					B			A	A	B

6. The role of the coach within sporting organisations that work within different sporting contexts.	A				B						B		B						B		A	A	A
7. How sports science disciplines interact to improve performance, participation, and participant wellbeing within the coaching context.			B	A		A	A			B					B	B				B			
8. Current sector policy, procedures, guidance, legal and regulatory requirements.			B		A		B			B											A	A	
9. The fundamental principles of research design methods.		A							A								A						
B) Intellectual Skills																							
1. Appraise and evaluate current challenges and practice in sports development.			A		A					B	A		A									A	
2. Critically evaluate the role of sports science to inform coaching practice.			B				B			B										A	A	A	
3. Critically reflect on own practice, to inform coaching beliefs and values.	B				B			B				A						A	A				B
4. Critically analyse the athlete and stakeholder relationships in the coaching context.	B							A			B	A											B
5. Analyse and apply underpinning pedagogical theory demonstrating a strong awareness of the contextual nature of teaching and learning concepts.								A							A				A	B	A		
6. Generate innovative, evidence-based pedagogical solutions to problem-based / work-based scenarios,	B				B						A							A	B				B
7. Critically appraise current practice and literature, synthesising information from a range of sources; undertake systematic rigorous research to underpin discipline-specific best practice.	B	A	A					B	A								A	B					B
C) Subject/Professional/Practical Skills																							
1. Demonstrate effective core coaching capabilities with a variety of athletes in different settings as an individual and as part of a team.	A		A				B	A			B			A				A	A				A
2. Analyse the role of, and mentor peers as part of a programme-facing community of practice.								A				A						A					
3. Demonstrate the development of participants utilising contemporary approaches to sports coaching.	B							A			B							A	B				B

4. Demonstrate enhanced pedagogical skills with a variety of participants in different settings.								A							A			A	B	A			
5. Communicate effectively with specialist audiences														B			A	A					
6. Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice.	A							A										A	B				A
7. Manage, motivate and mentor near peer student coaches in a range of contexts both on site and in the community	B							B				A						A					B
8. Evidence continued professional development (CPD) related to the sports coaching industry	B							B		A								B					B
D) Setting, Personal and Enabling Skills																							
1. Demonstrate competent undergraduate study and digital skills needed for future employment in the coaching context.		A	A						A	A							A						
2. Apply the skills of academic enquiry, advanced research skills including qualitative and / or quantitative analyses of data and disseminate findings appropriately to different audiences.		A							A								A						
3. Develop professional and graduate skills through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness and wellbeing.			A		B					A	B		B						A			B	

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

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

Foundation Stage:
Assessment within the Foundation Stage had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study. Within the Foundation stage students are supported to adjust to studying at University through spiral induction and embedded academic personal tutoring activities that facilitate the development of skills essential to academic study and professional success.

Stages 1 to 3:
Individuals learn through different methods, leading to a range of teaching and assessment techniques being used throughout the programme. Theoretical lectures, practicals, seminars, debates and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering all students the opportunity to excel and develop core skills. Students will be assessed within a variety of coaching practical domains e.g. peer coaching, coaching children and coaching adolescents aligned to industry requirements.

A key feature of the BSc (Hons) Sports Coaching degree is the assessed portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning. Coaching learning portfolios involve coaches in individual and group reflection, the critically challenging act of thinking about coaching practice, and constructing (and communicating) a sense of the learning experience as a coherent developmental process. Such thinking and sharing are the linchpins of lifelong, active learning and every practitioner's professional development. Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose, thus continually becoming a more appropriately qualified practitioner. Therefore, the coaching portfolio assessments at each level will comprise of formally graded coaching sessions, formatively observed coaching sessions throughout the year, a personal reflective review of the coaching year including a detailed action plan, a review of coaching theory literature that has been applied to coaching practice; evidence of continual professional development (CPD) and a reflection of this CPD.

The assessment strategy also embeds opportunities for students to achieve practical 'employment ready' vocational skills applicable to Sports Coaching across different modules and levels of the programme. Simultaneously, opportunities to develop key graduate attributes such as critical writing, team working, communication and other interpersonal skills are embedded within modules across each year of the programme to ensure the student can appreciate the role of the coach in a variety of contexts. At each stage of learning students will be assessed on how the Sports Coach operates within an interdisciplinary setting, thus gaining a greater appreciation of their wider influence on others.

There will be a number of formative assessment opportunities to support students towards their summative assessments. Students will need to formatively evidence their coaching progression at each year of study. In order to support this, students can access academic

Part 5: Learning, Teaching and Assessment
and practical skills workshops through the Employability, Skills and Careers Centre at Hartpury.
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: Applied Coaching Concepts
Professional Accrediting Body documents to which this programme is mapped and or aligned: CIMSPA PROFESSIONAL STANDARD - COACH

Assessment Map

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

Core Modules Stage 1	Coaching and Teaching Portfolio			A (100) Coursework Portfolio					
	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 the Sports and Education Industries			A (100) Industry Experience Portfolio					
	Introduction to Exercise Physiology							A (100) Practical Skills Logbook	
	Principles of Strength and Conditioning				A (100) Open-Material Written Examination				
	Research and Data Skills in Sport							A (100) Practical Skills Logbook	
Core Modules Stage 2	Pedagogy in Action			B (50) Coursework Portfolio			A (50) Practical Examination		
	Coach Mentoring							A (100) Practical Skills Logbook	
	Developing the Professional Profile			A (100) Industry Experience Portfolio					
	The Sport and Exercise Scientist							A (100) Practical Skills Logbook	
	The Sport and Exercise Researcher		A (100) Report						

	Coaching Children							A (100) Practical Skills Logbook	
	Community Sport			A (100) Industry Experience Portfolio					
	Sport and Exercise Psychology	A (100) Essay							
	Applied Performance Analysis							A (100) Practical Skills Assessment	
Core Modules Stage 3	Sport Research and Knowledge Exchange Project		A (75) Project Report						B (25) Oral Assessment
	Applied Coaching Concepts			A (100) Reflective Portfolio					
	Professional Development in Sport								A (100) Oral Presentation with Questions
	Sport for Development								A (100) Group Oral Presentation with Questions, individually marked
	Contemporary Issues in Sport and Education								A (100) Oral Presentation with Questions
	High Performing Teams					A (100) Case Study Test			
	Performance Analysis in Practice								A (100) Poster Defence

*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.

Approved Programme Amendment Log

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

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

Current version number: 10.0
Outline Change Details: Part 3: Programme Structure – PAB modules amended to reflect updated CIMSPA Coach standard mapping. Part 5: Assessment Map – amendments to assessment for Stage 2 / Level 5 module Pedagogy in Action. Coursework Portfolio changed from A (100) to B (50) and Practical Examination A (50) added as Component A.
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No **If yes, please provide the details of the changes:**
Material Alteration: No
Rationale: Assessment Map updated to ensure accuracy following module amendment, to reflect the updated CIMSPA Coach Standard (2026) which places a stronger emphasis on the assessment of practical coaching competence and to support better student experience and achievement on the module. Programme structure PAB modules updated to ensure accuracy following PAB reaccreditation.
Change requested by: Luciana De Martin Silva (Assessment Map) 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**: 03.06.2026
Change requested by: Bethany Smith (PAB modules) 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 I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report **Signature**: Beth Smith **Date**: 20.07.2026
Name of Head of Department: Sam Oxford I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department **Signature**: **Date**: 21/07/2026

Approval Committee and Date:	CVC Chair's action (SD) 2026 07 24 (from CVC 2026 07 16)
Change approved with effect from:	01 September 2026
Resulting new version number:	10.1 (2025 intake onwards)

11/06/2025: correction to document
Part 3: Programme Structure - 'by exception' note removed. Following a review of the approach, it has been decided that this category of module will not be used.
Approved by CVC Chair's action 2025 06 11

Current version number: 9.1

Outline Change Details:
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.
Parts 3, 4 and 5 revised and updated to reflect new structure and module amendments.
Stage 1 - HSPV9Q-30-4 Coaching and Teaching Portfolio renamed ('Theory' removed); HSPXM3-15-4 Principles of Strength and Conditioning replaces HSPXL5-15-4 Comparative Sports Study; HSPVVJ-15-4 Introduction to the Sports and Education Industries replaces HSPXM9-15-4 Introduction to the Sports Industry; 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.
Stage 2 - HSPVV8-30-5 Pedagogy in Action replaces HSPVA5-30-5 Coaching and Teaching Portfolio (Pedagogy); HSPVTB-15-5 The Sport and Exercise Researcher (15 credits) and HSPVSV-15-5 The Sport and Exercise Scientist (15 credits) replace HSPV5Y-30-5 The Sport and Exercise Scientist. New core modules added - HSPVVW-15-5 Developing the Professional Profile, and HSPVVK-15-5 Coach Mentoring. Core bundles added: HSPXRT-15-5 Coaching Children (was core) and new module HSPVVX-15-5 Community Sport OR HSPVC5-15-5 Applied Performance Analysis and HSPXRV-15-5 Sport and Exercise Psychology (were optional). HSPXRV-15-5 Sport Psychology named changed to Sport and Exercise Psychology.
Optional modules removed - 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.
Stage 3 - HSPVQA-45-6 Sport Research and Knowledge Exchange Project name changed to Sport Research Project. HSPVWR-30-6 Applied Coaching Concepts replaces HSPVAJ-30-6 Coaching and Teaching Portfolio (Reflection); HSPV5C-15-6 Professional Development in Sport added as core module. Core bundles added: HSPVA7-15-6 High Performing Teams (was core) and HSPVA9-15-6 Performance Analysis in Practice (was optional) or HSPV3V-15-6 Contemporary Issues in Sport and Education (was optional) and new module HSPVWD-15-6 Sport for Development.
Optional module removed - HSPV55-15-6 Special Populations, HSPV43-15-6 Sport and Social Media, and HSPV4A-15-6 Sport Psychology in Action.
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 Coaching and Teaching Portfolio (Reflection) to Applied Coaching Concepts.
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 Written Examination, In-Class Test and Practical Skills Assessment to one point of assessment - Practical Skills Logbook. Stage 2: Applied Performance Analysis - Oral Presentation removed.

Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? Yes

If yes, please provide the details of the changes:

Updated to reflect changes to Programme Structure.

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

Rationale:
Following the Sport PSR, all curriculum has been revised and updated. The new core bundles have been added, there are a Coaching for Performance strand and a Coaching for the Community strand. These two pathways have been informed by industry consultation, student voice and the sector. It was clear from industry consultation and sector standards that sports coaches are asked to specialise and tend to engage in professional development in either performance focused or community coaching. This is evidenced directly from CIMSPA where specific standards are held in either performance or community, and through Sport NGB's where coaches are asked to engage in either Performance or Community focused development. Finally, our students have frequently feedback that they would favour some autonomy of module choices that enable them to focus on either Performance or Community.

Change requested by: Matt Coldrey / Luciana De Martin Silva

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 (signed on behalf of Matt Coldrey) **Date**: 07/01/24

Name of Head of Department: Sarah Lee

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

Signature: Sarah Lee **Date**: 18.12.24

Approval Committee and Date:	CVC Chair's action (SD) 2025 03 13 (from CVC 2025 01 22)
Change approved with effect from:	01 September 2025
Resulting new version number:	10.0 (2025 intake onwards)

Current version number: 9.0

Outline Change Details:
Part 3: Assessment Map – updated to reflect change of assessment for Stage 2 / Level 5 optional module Youth Physical Development (addition of Component B - Unseen In-Class Test).

Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No

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

Rationale:
Module assessment has been updated to allow the module teaching team to identify where students are currently struggling following previous runs of this module and the pass rate for students.

Change requested by: Greg Henry

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

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

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

Signature: G.Henry **Date**: 19/04/24

Name of Head of Department: Sarah Lee

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

Signature: Sarah Lee **Date**: 22.04.24

Approval Committee and Date:	CVC 2024 05 07
Change approved with effect from:	01 September 2024
Resulting new version number:	9.1 (2020 intake onwards)

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

Current version number: 8.1

Outline Change Details:
Parts 3 and 5 updated to reflect changes to Stage 0 / Level 3 modules:
HANVQX-15-3 Academic Literacy for University Studies replaces HANVG4-15-3 Foundation Skills Development; HANVRD-30-3 Professional Development in Practice replaces HANV8B-30-3 Academic Skills in Practice; HANVRR-15-3 Exploring Current Concepts replaces HANV8C-15-3 Reviewing Literature;

HSPVSG-30-3 Business Enterprise and Management replaces HANV8E-30-3 Foundation Biological Principles; HSPVRY-30-3 Principles of Sports Science replaces HANVG3-30-3 Foundation Sports Science.
Part 5: Assessment Map – Stage 3 transition module Undergraduate Dissertation removed, for consistency with other programmes.
Part 5: Learning, Teaching and Assessment - text regarding academic personal tutoring added.

Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No

If yes, please provide the details of the changes:

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

Rationale:
to ensure accuracy following review of Level 3 modules.

Change requested by: Lucy Ractliffe

I can confirm that student representatives have been consulted about this change NO

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

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

Signature: **Date**: 15/11/2023

Name of Head of Department: Sarah Lee

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

Signature: Sarah Lee **Date**: 29.11.23

Approval Committee and Date:	CVC Chair's action 2024 01 10
Change approved with effect from:	01 September 2024
Resulting new version number:	9.0 (2020 intake onwards)

22/09/2022
Part 3 Programme Structure - Stage 0 / Level 3 transition modules added, as previously omitted in error.
Part 5: Assessment Map - Assessment for Level 6 core module High Performing Teams amended from Seen Case Study Written Examination to Case Study Test, in line with module amendment.
Approved by CSP Chair's action 2022 09 22

Current version number: 8.0

Outline Change Details:
Part 5: Assessment Map – Introduction to Exercise Physiology assessment changed from two in-class tests and a written examination (all Component A) to in-class test (10%) and written examination (40%) (Component A) and Group Practical Skills Assessment individually marked (50%) (Component B), in line with module amendment.

Material Alteration: Yes

Rationale: to reflect module amendment.

Change requested by: CVC

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

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

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

Date: 21/07/2022

Approval Committee and Date:	CVC 2022 07 21
Change approved with effect from:	01 September 2022

Resulting new version number:	8.1 (2020 intake onwards)

Current version number: 7.0	
Outline Change Details: Document amended to meet requirements of new 2022 template. Parts 3, 4 and 5: HSPVQA-45-6 Sport Research and Knowledge Exchange Project added as Level 6 core module. HANXRR- 45- 5 International Academic Study Extended Project, HANXRP- 15- 5 International Academic Study Portfolio and HANXRQ- 30- 5 International Academic Study Project removed as Level 5 optional modules. Addition of ", and the influence individuals can have on the world around them." to Learning Objective "Understanding of moral, ethical and sociological issues within sports coaching, and the influence individuals can have on the world around them. " Addition of "sustainable development" to Learning Objective "Develop knowledge of contemporary issues within sports coaching, including sport policy, governance, sustainable development and commercial aspects of the coaching industry. Parts 1 and 3 – interim awards updated, including addition of new 30 credit Certificate in Academic Skills. Part 5 - assessment for Level 5 core module The Sport and Exercise Scientist changed from 100% practical exam to 50% coursework, 50% practical; Foundation Biological Principles Component A changed from written report to practical skills logbook, Component B changed from coursework to written exam (test series).	
Material Alteration: Yes and is accompanied by the relevant course information document.	
Rationale: Revised as part of the Refresh 22 process	
Change requested by: Matt Coldrey X I can confirm that student representatives have been consulted about this change X I can confirm that colleagues impacted by this change have been consulted X I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report **Signature**: M.Coldrey **Date**: 16-11-21	
Name of Head of Department: Sarah Lee ☐ I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department **Signature**: S Lee **Date**: 18/01/2022	
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:	8.0

Current version number: 6.0
Outline Change Details: CIMSPA added as PSRB. Parts 1. 2 and 3: Basic Data, HEAR statement and Programme Structure updated to reflect addition of PSRB.
Material Alteration: Yes.
Rationale: To align the programme specification with recent endorsement attained from CIMSPA.
Change requested by: Matt Coldrey I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: **Date**: 15/09/2021

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**: 15.09.21

Approval Committee and Date:	CVC Chair's action 2021 09 17
Change approved with effect from:	17 September 2021
Resulting new version number:	7.0 (2021 intake onwards)

Current version number: 5.3

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.

Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills. Non-honours interim corrected to BSc Sport**s** Coaching.

Part 3: Programme Structure – credits statement removed from Awards column, in line with current template.

Material Alteration: Yes

Rationale:

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.

Change requested by: Thomas Legge

I can confirm that student representatives have been consulted about this change
I can confirm that colleagues impacted by this change have been consulted
I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: TJLEGGE **Date**: 23/02/2021

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**: 01/03/21

Approval Committee and Date:	CVC Chair's action 2021 04 26
Change approved with effect from:	01 September 2021
Resulting new version number:	6.0 (2021 intake onwards)

Current version number: 5.1

Outline Change Details:

Part 6: assessment for component A of Foundation Biological Principles amended from practical exam to practical skills assessment; Introduction to Exercise Physiology changed from written exam to in class test (A1 and A2) and written exam (A3); Introduction to Sport and Exercise Psychology Component A changed from written exam to open book exam, Sport Psychology changed from portfolio to written assignment, in line with module amendments.

Amended distinctive module used by the Programme Examination board from Undergraduate Dissertation to Coaching and Teaching portfolio (Reflection).
Material Alteration: No
Rationale: to ensure accuracy
Change requested by: CVC n/a I can confirm that student representatives have been consulted about this change n/a I can confirm that colleagues impacted by this change have been consulted n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report **Date**: 30/07/2020

Approval Committee and Date:	CVC Chair's action 2020 08 14
Change approved with effect from:	1 September 2020
Resulting new version number:	5.3 (2020 intake)

Current version number: 5.0
Outline Change Details: Parts 1&3: interim awards updated to include Higher Education Foundation Certificate. Part 5: delivery hours amended to reflect marketing information. Part 6: assessment matrix amended to reflect change in the Level 4 compulsory module 'Introduction to the Sports Industry' from individual to group presentation.
Material Alteration: No
Rationale: to ensure accuracy
Change requested by: Academic Registrar Lucy Dowbell **Signature**: Date: 19 February 2020

CVC approval date:	CSP Chair's action 2020 02 19
Change approved with effect from:	1 September 2020
New version number:	5.1 (intakes 2020+)

Current version number: 4.0
Outline Change Details: Section 2: **Programme Aims:** - Remove 'based' after research in number 3. Better sentence flow. **Programme requirements (HEAR):** - Change sentence**:** *as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach deployability* to ***This is underpinned by the Professional Coach Standard provided by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) –*** This enables the programme to map current industry requirements and remain contemporary. **Part 3:** **Programme Structure:** - Under the 'Awards' column, update interim descriptions to include new portfolio modules at each stage: Coaching and Teaching Portfolio (Theory, Pedagogy, Reflection) and review the interim awards developed. Part 4: **Learning Outcomes:** - Add LO #7 to (A) Knowledge and Understanding: *How sports science disciplines interact to improve performance* – This is due to the curriculum review process and the addition of the three new modules at level 4, 5 and 6 across all degree programmes.

- Add LO #7 to (C) Subject/Professional/Practical Skills: *Evidence continued professional development activities.* – This is due to the curriculum review process and the addition of the three new modules at level 4, 5, and 6.
- Change LO #2 (B) Intellectual Skills from: Synthesise areas of sports science such as performance (notational) analysis and sports psychology to inform coaching practice and develop underpinning knowledge to *Synthesise areas of sports science to inform coaching practice and develop underpinning knowledge* – This is ensure the programme doesn't appear to only focus on Sport Psychology and Notation, as both of these disciplines are options on the programme. However the nature of syntesising areas of sport science takes place in the new core modules.
- Change LO #5 (C) Subject/Professional/Practical Skills from Plan, organise and deliver coaching sessions for children, youth athletes and adults as well as peers to *Plan, organise and deliver coaching sessions tailored to the needs of a range of participants within the scope of practice.* – This is the only learning outcomes that would need slight adjustment to map against the new Professional Coach Standard by CIMSPA.

Part 5

Student Learning and Student Support

Remove:

Careers To support learner's career preparations, careers personnel visit the institution on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Replace with:

Throughout the programme students will have access to our onsite Innovation, Careers and Enterprise centre (ICE). The ICE Careers service provides expert, tailored advice to support students in finding rewarding and fulfilling work or further study when you leave Hartpury

Description of any Distinctive Features

The following changes are to update the programme against the industry standards in coaching and to recognise changes in campus to reflect new facilities.

Change from: The programme and module learning outcomes are mapped directly to deployment and employability standards described by National Occupational Standards. Furthermore, the design of the programme has been matched to current professional Governing Bodies and the Sport Coach UK (SCUK) Framework. For example, in line with the UK Coaching Framework the assessment demands of each practical module and the reflective portfolios that surround them will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

To: The programme and module learning outcomes are mapped against and acknowledge the CIMSPA Professional Coach Standard. For example, in line with the Professional Standard the programme requires students to complete a Coaching Portfolio at each year of study, in which the assessment demands require students to build on their practical coaching ability and justify their philosophical stance on their coaching practice and values. This will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

Change from: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory and the training facilities (power gym, cardiovascular gym, rubber crumb, squash court, tennis court and sports pitches) within the institutions Academy of Sport are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include performance and notational analysis software, rehabilitation suite and use of audio-visual equipment. Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice.

To: Within the institutions Academy of Sport students teaching will take place in the following facilities in order to support the teaching and learning experience: Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, biomechanics and performance analysis suite. Other facilities and resources which support the student experience include performance and notational

analysis software. Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice. This includes working with local primary and further education sites and visiting external organisations to deliver specialist coaching, all of which is included within the curriculum.

Assessment Strategy

To reflect the addition of the Foundation Year, add the following sentence:

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

In order to ensure the assessment strategy remains current and to do more justice by the programme:

Change text from:
Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application. Students will be assessed within a variety of coaching practical domains e.g. peer coaching, coaching children and coaching adolecents to suit industry requirements.

A key feature of the BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

To:
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Foundation Year:

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

Levels 4-6:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application. Students will be assessed within a variety of coaching practical domains e.g. peer coaching, coaching children and coaching adolescents to suit industry requirements.

A key feature of the BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning. Coaching learning portfolios involve coaches in individual and group reflection, the critically challenging act of thinking about coaching practice, and constructing (and communicating) a sense of the learning experience as a coherent developmental process. Such thinking and sharing are the linchpins of lifelong, active learning and every practitioner's professional development. Through investment in and accumulation of a

coaching portfolio one might start to develop their ability to critically reflect and practice with purpose, thus continually becoming a more appropriately qualified practitioner. Therefore, the coaching portfolio assessments at each level will comprise of formally graded coaching sessions, formatively observed coaching sessions throughout the year, a personal reflective review of the coaching year including a detailed action plan, a review of coaching theory literature that has been applied to coaching practice; evidence of continual professional development (CPD) and a reflection of this CPD.

The assessment strategy also embeds opportunities for students to achieve practical 'employment ready' vocational skills applicable to Sports Coaching across different modules and levels of the programme. Simultaneously, opportunities to develop key graduate attributes such as critical writing, team working, communication and other interpersonal skills are embedded within modules across each year of the programme to ensure the student can appreciate the role of the coach in a variety of contexts. At each stage of learning students will be assessed on how the Sports Coach operates within an interdisciplinary setting (Modules: The Sport and Exercise Professional, The Sport and Exercise Scientist and High Performing Teams). Thus gaining a greater appreciation of their wider influence on others.

There will be a number of formative assessment opportunities to support students towards their summative assessments. Students will need to formatively evidence their coaching progression at each year of study. In order to support this, students can academic and practical skills workshops through the Achievement and Success Centre at Hartpury.

In response to industry feedback there has been a conscious move through the years of the programme to develop students' autonomy, confidence, critical and problem solving skills with increasing access and involvement with employers in assessment. This will provide students with 'live briefs' for assessment that will allow them to propose solutions to industry specific challenges and scenarios that they will face in their future careers in the industry. This will develop their industry ethos and show them that they can succeed in signposting their personal, academic and professional development. For example, being assessed coaching their peers, coaching primary school children across a set period of time, planning and delivering a 12 week block of coaching for further education students and supporting a fellow student through their coaching degree.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Methods considered in the development of the programme…

Add: The programme has directly acknowledged the CIMSPA Professional Coach Standard through both module design and learning outcomes

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

Rationale:

Programme changes due to periodic curriculum review.

Change requested by: Thomas Legge

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

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

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

Signature: **Date**: 15/01/19	
Name of Head of Department: Sarah Lee ☐ x I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department **Signature**: **Date**: 21.01.19	
Approval Committee and Date:	CVC 2019 03 12
Change approved with effect from:	1 September 2019 (2019 intake)
Resulting new version number:	5.0

Version 4

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

Version 3.1

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

Version 2.1 (2018) Periodic Curriculum Review

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

Version 1.1 (2018)

Rationale: The development of this programme has occurred following the recent sport business management PCR and the associated outcomes to review the current curriculum (subject areas, assessment and trips). The module name change to Sport and Social Media to focus on the emerging depth of research and practical application within the subject area (e.g. promotion, user generated content, commercial impacts, customer communities, fan engagement, personal branding)	
Material Alteration: No	
Outline Change Details: Title change to: HSPV43-15-6 Media, Technology & Communication in Sport to Sport and Social Media	
Change requested by:	Michael Green
CVC approval date:	01 March 2018
Change approved with effect from:	01 September 2018
New version number:	1.1