

Programme Specification 2011 Intake

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury (Associate Faculty)
Programme accredited by	UWE
Highest award title	FdSc Sport Performance (Rugby) FdSc Sport Performance (Football)
Default award title	
Interim award title	Cert HE Sports Performance
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	<ul style="list-style-type: none">• Foundation Degree Qualification Benchmark• Hospitality, Leisure, Sport and Tourism
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2013
CAP Approval Date: 14 August 2013	

Version Code

2.1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

By the end of this programme, students should have:

- Knowledge and critical understanding of the well-established principles in the field of the sport study and the historical development of those principles;
- The ability to apply underlying concepts and principles outside the context in which they were first studied to Rugby or Football, and the application of those principles in a work-based context;
- Knowledge of the main methods of enquiry in sport studies and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work-based context;
- An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in Rugby/Football and in a work-based context;
- A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- Appropriate vocational skills, knowledge and understanding which will enable the student to be competent to relevant industry standards and immediately effective;
- To emphasise the importance of the relationships between Sports Performance graduates, both professionally and legally, and with the public, other sports practitioners and personnel in allied industries.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the theoretical basis of sports science principles underpinning the practical implementation of coaching to facilitate the intellectual context of the Foundation degree 2. the relative contribution of academic, work-based and work-related learning knowledge in developing competency in the Football/Rugby industries /professional/practical skills required to gain employment in the relevant industry 3. the principles which relate theory to practice in industry, sports science and related wider subject disciplines which inform that industry 4. current developments in the sport industry and related disciplines which would combine to support continuing best practice 5. the purpose and relevance of IT applications to the modern Sports Performance practitioner. 	<p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of outcome 1 is through the compulsory modules on the programme. Outcome 2 is supported by the use of work-based learning opportunities in the Community Sport Development and Community Sport Coaching modules, alongside the Coaching Theory and Coaching Children modules at levels I and II. Outcome 3 is acquired by students engaging in the sport specific experiences that the programme offers and engaging with the work-based opportunities that the programme affords. Students will engage with the sport specific industry to gain outcome 4 throughout their 300 hours of work placement during the programme which is linked to the Community Sport Development and Community Sport Coaching modules. Outcome 5 will be gained throughout the programme by engaging in particular modules such as Introduction to Exercise Physiology and Fundamentals of Sports Performance.</i></p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</i></p> <p><i>Additional support is provided through the Graduate Development Programme.</i></p> <p>Assessment: <i>Testing of the knowledge base (outcomes 1-5) is through assessed coursework and examination in all modules. Assessments take the form of written assignments, presentations, industry portfolios from the work-based opportunities and seminar discussion. Alternate forms of assessment may be available for those students who have differing assessment needs.</i></p>

B Intellectual Skills

<p>B Intellectual Skills</p> <p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none">1. demonstrate an ability to engage in academic enquiry and identify key themes from written work and oral presentations relating to the sport specific industry and the related wider subject disciplines which inform that industry;2. accurately apply given tools/strategies to the Rugby/Football industry through work-based learning, reflect on those actions and draw appropriate conclusions on their effectiveness;3. evaluate and challenge knowledge, concepts and evidence of practice from a range of sources to present coherent arguments, applying theory to practice;4. reflect on decisions made and be able to propose alternative and appropriate courses of action in advancing the sports industry;5. promote equality to individuals by adopting a sound ethical framework which guides personal operating practice;6. adopt a multi-disciplinary and inter-disciplinary approach to study.	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed through students engaging in the use of lectures and related support materials, seminars, web-based learning, case studies and problem-based learning which utilise a range of evidence appropriate to specific modules of study and in the wider context of work-related and work-based study.</i></p> <p>Assessment</p> <p><i>A variety of assessment methods are employed. The learner's ability to demonstrate outcomes 1-6 is tested through written assignments, written examinations, practical examinations, oral examinations and poster defences which are used to consolidate learning and develop appropriate analytical skills.</i></p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none"> 1. develop personal attributes including (but not limited to) flexibility, creativity, self-reliance, adaptability, interpersonal communication and leadership qualities; 2. take responsibility for their own learning and gain vocationally relevant qualifications where necessary; 3. demonstrate readiness for entry into the Rugby/Football industry by displaying appropriate service delivery skills and competency within relevant industry standards; 4. plan, design, implement and evaluate effective programmes of intervention for the sports industry of study; 5. adapt to the changing demands of the Rugby/Football industry by considering current research and codes of conduct in developing personal philosophies whilst engaging in work-based learning; 6. develop a reflective philosophy when analysing personal effectiveness. 	<p><i>Subject skills are developed and practised through the use of practical teaching and learning sessions alongside work-based learning opportunities. Students build on core lecture material and implement the practical skills through experiential learning (1, 2 and 3). Students gain professional 'delivery' skills through work-based learning (2, 4, 5 and 6). Professional skills (3 and 4) are developed during lectures and seminars where students work in small groups to understand case study and problem-based scenarios with discussion centring on the complexities of real-life situations and delivery strategies along with work-based learning.</i></p> <p>Assessment</p> <p><i>Outcomes 1 and 2 are assessed through laboratory notebooks and portfolios of practical assignments; outcomes 1, 5 and 6 are assessed by written assignments and oral examination and outcomes 3 and 4 are assessed using reflective logs related to work based learning, case studies and problem-based learning.</i></p> <p><i>Additionally, outcomes 1-6 may also be assessed in written and practical examinations.</i></p>

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none"> 1. select and implement subject specific techniques and tools for effective practice within the sport industry; 2. be responsible for personal management of learning and reflection on personal effectiveness 3. recognise the needs, priorities and goals of learning and practice 4. demonstrate an ability to manage time effectively 5. demonstrate appropriate IT skills 6. communicate effectively and appropriately through verbal and non-verbal means with a range of personnel including clients, peers, colleagues and managers 7. transfer skills and knowledge across a range of settings. 	<p><i>Outcome 1 is developed through both levels of the programme during compulsory modules. Outcomes 2, 3 and 4 are acquired during the planning of assessment strategies for all modules and during planning of work-based learning, again during both levels. Outcome 5 is developed through the appropriate use of IT during practical laboratory based classes, independent preparation of coursework and through on-line learning opportunities. Outcomes 6 and 7 are gained through a variety of means including the production of coursework, during inter-personal and inter-professional communication on work placement. Outcomes 2-6 will also be developed through the learning outcomes of modules at both levels.</i></p> <p>Assessment</p> <p><i>Outcome 1 is assessed through written assignments and oral presentations. Outcomes 2, 3 and 4 are assessed through work-based learning modules including written portfolios and reflective journals. Outcome 5 is assessed through all assessment requiring computer generated output. Outcomes 6 and 7 are assessed through all module assessments.</i></p>

Section 4: Programme structure

All programme routes have a common Level 1

<p>ENTRY ↓</p>	<p>level 1</p>	<p>Compulsory modules</p> <p>UISVNQ-40-1 Community Sport Development</p> <p>Optional Modules</p> <p>UISVNA-20-1 Coaching Theory UISVNC-20-1 Introduction to Exercise Physiology UISVNP-20-1 Fundamentals of Sports Performance UISXND-20-1 Sport and Physical Activity Development</p>	<p>Interim Awards:</p> <p>CertHE Sports Performance</p> <ul style="list-style-type: none"> • Credit requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above • Other requirements must include Community Sport Development
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FdSc Sports Performance (Football)

<p>level 2</p>	<p>Compulsory modules</p> <p>UIS VPM-40-2 Community Sport Practice</p> <p>Optional modules</p> <p>UIS VPQ-20-2 Fitness for Football UIS VPR-20-2 The Injured Football Athlete UIS VPE-20-2 Coaching Children UIS XPC-20-2 Sports Nutrition and Drugs UFM EFE-20-2 Statistics and Research Methods UISXPG-20-2 Principles of Physical Activity</p>	<p>Awards:</p> <p>FdSc Sports Performance (Football)</p> <ul style="list-style-type: none"> • Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above, including compulsory modules.
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FdSc Sports Performance (Rugby)

<p>level 2</p>	<p>Compulsory modules</p> <p>UIS VPM-40-2 Community Sport Practice</p> <p>Optional modules</p> <p>UIS VPN-20-2 Fitness for Rugby UIS VPP-20-2 The Injured Rugby Athlete UIS VPE-20-2 Coaching Children UIS XPC-20-2 Sports Nutrition and Drugs UFM EFE-20-2 Statistics and Research Methods UISXPG-20-2 Principles of Physical Activity</p>	<p>Awards:</p> <p>FdSc Sports Performance (Rugby)</p> <ul style="list-style-type: none"> • Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above, including compulsory modules.
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Section 5: Entry requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 160 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2 preferably in a biological science, PE or sports studies subject) or equivalent.

Applicants may also be asked to provide evidence of appropriate and relevant experiential learning which is open to scrutiny and where necessary assessment. Such evidence may take the form of coaching logs and reports which the candidate has prepared as part of their professional duties.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Section 6: Assessment Regulations

University Assessment Regulations

Section 7: Student learning: distinctive features and support

The purpose of this FdSc Sports Performance programme is to provide a balance of work-based and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the sport industry of study. The programme embraces the Government's manifesto commitment to the expansion of higher education, with the target that one in two under the age of 30 will have had a higher education experience by 2010. The flexibility of the Foundation degree allows people already in work to re-engage in higher education whilst making full use of and gaining credit for prior experiential learning within the working environment. The programme has been designed to build on the experiences of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the sports industry.

There has been substantial employer input in the design of the FdSc Sports Performance through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in the sports specific industry. In the Foundation degree programme, academic knowledge and understanding will reinforce and support the development of vocational skills to equip the student with the skills and knowledge relevant to their employment and to the needs of employers. The Foundation degree also provides a pathway for life-long learning and the opportunity to progress to Honours degree programmes. Ultimately, students are professionally prepared to provide effective service delivery within the industries whether it is on a local, regional, national or international stage.

Distinctive to the Associate Faculty is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based and laboratory), seminars and debates, industry based visits 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, poster defence and practical application. Research concepts and methods are introduced in level 1 through the delivery of individual modules and then further developed in level 2, thus equipping the student with skills that will enable continued life-long learning in the workplace or in further academic study.

The Associate Faculty prioritises student support. Key to that support is the tutorial system that complements the Graduate Development Programme operated throughout the University. The GDP affords students the opportunity to enhance their academic ability through individual and group tutorials with the level 1 provision focusing on the development of academic skills. In level 2 students are assisted with their career choices and development thereof. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. In addition to the documentation from the University of the West of England, students receive a student planner in the form of a USB stick from the Associate Faculty at the start of the academic year which introduces key aspects of studying at Hartpury. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/examination guidance is also provided to all students.

Learning is also supported electronically by the students having access to the Virtual Learning Environment (VLE) and Blackboard which include module information regarding assessments, semester schedules, lecture contents and additional reading. Interactive quizzes, questionnaires and personal feedback further develop the knowledge and skills learnt. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the Blackboard or via the SMS text message service with which the Associate Faculty has engaged with.

The University of the West of England library service is highly supportive of the academic disciplines within the equine field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

Section 8: Reference points/benchmarks

- Hospitality, Leisure, Sport and Tourism;
- The Framework for Higher Educational Qualifications in England, Wales and Northern Ireland (QAA, 2001);
- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001);
- Department of Business and Sport Science Vocational Panel Meetings.
- Staff research projects: Many of the proposed modules for the Sports Performance programme are already well established within the Associate Faculty. These modules are taught by staff who are either research active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

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 he/she takes 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 in module specifications. These are available within this document or on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.