



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Faculty Responsible for Programme</b>	Hartpury		
<b>Department Responsible for Programme</b>	Equine		
<b>Modular Scheme Title</b>	None		
Professional Statutory or Regulatory Body Links	None		
<b>Highest Award Title</b>	BSc (Hons) Equestrian Sports Coaching		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Equestrian Sports Coaching BSc Equestrian Sport Studies DipHE Equestrian Sports Coaching DipHE Equestrian Sport Studies Cert HE Equestrian Sport Studies		
<b>UWE Progression Route</b>	MSc Coaching Science MSc Professional Development (Coaching Science) MSc by Research (Equestrian Performance)		
<b>Mode(s) of Delivery</b>	FT/PT		
<b>Codes</b>	<b>UCAS:</b> DC4F	<b>JACS:</b> D422	
	<b>ISIS2:</b> DC4F	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences Hospitality, Leisure, Sport and Tourism		
<b>First CAP Approval Date</b>	03 February 2015	Valid From	01 September 2015 (intake 2016)
<b>Revision CAP Approval Date</b>	V2.1- 07 July 2016	Revised with effect from	01 September 2016
<b>Valid Until</b>	01 September 2021		
<b>Version</b>	2.1		

## Part 2: Educational Aims of the Programme

The programme seeks to underpin the principle that graduates not only serve the equestrian sports coaching industry, but also aid in the development of that industry. The programme seeks to produce graduates that will challenge current processes and practices and explore new concepts. The Hartpury student is encouraged to adopt a critical approach and challenge orthodox thinking about equestrian sports coaching and teaching-related concepts. Students will be encouraged to think creatively to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the equestrian industry, reflecting ongoing developments in the coaching profession.

Not only will a Hartpury student acquire and challenge contextual information, but they will also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme have been designed to enable them to develop self-confidence. Student-centred learning has been employed, which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students will be encouraged to read widely both within the subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of equestrian sports coaching. As such, the teaching and learning process aims to enable students to develop:

1. Creative and analytical thinking arising from an intellectual understanding of equestrian sport coaching and related literature.
2. Personal qualities and interpersonal skills necessary for successful engagement in the equestrian sports coaching and teaching industries.
3. Knowledge and understanding of research-based and evidence-based practice within the sports coaching industry and application to equestrian sports to enable successful performance of horse and rider.
4. A wide range of practical and technical skills and the ability to contextualise these in the delivery of a variety of equestrian sports coaching programmes.
5. Ethical awareness arising from an understanding of the equestrian sports coaching industry and associated stakeholders.
6. Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the equestrian industry.
7. An extensive range of transferable skills, equipping students/graduates to flourish across a range of disciplines and industries.
8. Well developed planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in the equestrian related occupations, through engagement within their coaching portfolios.

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Graduates will have completed an individualised three year learning portfolio evidencing their theoretical understanding and practical application of core coaching skills as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach employability. Portfolio work will see students demonstrating personal and professional skills across the full range of coaching practice within equestrian sport.

Graduates will have a personal coaching philosophy grounded in the programme's core concerns of reflection upon both practice and 'self', contextual to the needs of the equestrian athlete. The graduate has demonstrated key academic skills whilst investigating a self-chosen area of coaching practice research.

## Part 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:

Learning Outcomes:	Coaching Practice Portfolio – coaching theory	Introduction to Equestrian Sports	Equitation	Introduction to Sport Psychology	Equine Structure and Function	Coaching Practice Portfolio – coaching pedagogy	Advance Equitation	Undergraduate research process	Horse and rider Performance	Ground Schooling and rehabilitation	Equine Performance	The reflective coach	Sports Psychology	Study trip portfolio	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Equine Biomechanics	Undergraduate Dissertation	Coaching Practice Portfolio – Reflective coach	Advances in horse and rider performance	Contemporary Issues in Equestrian Sport	Contemporary Issues in Sports Education	Sport Science for Coaches	Sport Psychology in Action
	<b>A) Knowledge and understanding of:</b>																								
1. Fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of equestrian contexts	√					√														√			√	√	
2. Technical and tactical principles of equestrian sports	√	√	√			√	√		√		√			√				√		√	√	√			√
3. Current developments in equine performance and related disciplines which would combine to support continuing best practice.		√	√		√		√		√	√	√		√	√							√	√			√
4. The role of the coach within equestrian organisations from elite teams, riding clubs and grassroots	√	√							√				√									√	√		
5. The importance of combining academic and applied knowledge to develop competency in the subject specific/professional/practical skills required to gain employment in the equine industry.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√	√
<b>(B) Intellectual Skills</b>																									
1. Synthesise areas of sport science, such as performance analysis and sports psychology, to inform coaching practice and develop underpinning knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√		√	√	√	√	√	√
2. Undertake critical reflection on own practice, forming coaching beliefs and values, whilst analysing and mentoring peers as part of a programme-facing community of practice	√					√			√					√					√	√					√
3. Apply understanding of equestrian athlete management utilising a humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders	√	√	√			√			√	√	√		√	√						√	√	√	√		√
<b>(C) Subject/Professional/Practical Skills</b>																									
1. Develop core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations.	√					√	√							√						√	√			√	√
2. Teach technical and tactical skills applying principles of learning and principles of training for horse and rider.	√	√	√			√	√		√	√				√						√	√	√			
3. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with a strong awareness of the contextual nature of teaching and learning concepts within equestrian sports.	√		√			√	√							√					√	√	√	√	√	√	√

4. Plan, organise and deliver coaching sessions to a variety of equestrian athletes.	√					√										√							
5. Manage, motivate and mentor equestrian athletes as well as peers	√	√	√			√	√	√	√	√						√	√	√					
<b>(D) Transferable skills and other attributes</b>																							
1. Utilise problem solving skills in a variety of theoretical and vocational situations.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
2. Manage time, prioritise workloads, recognise and manage personal emotions and stress.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
3. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
4. Recognise the needs, priorities and goals of learning and practice.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
5. Use information management skills effectively, for example information technology and library resources, to enable published work to be both accessed, used and presented efficiently.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
6. Understand career opportunities within the area of equestrian sports coaching, including academic progression and industry employment and begin to develop a career path.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
7. Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel; including clients, peers, colleagues and managers within the equine industry.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
8. Transfer skills and knowledge across a range of settings.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	

#### Part 4: Student Learning and Student Support

##### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

At UWE Bristol there is an expectation that all undergraduate programmes will meet the minimum expectation for an average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time, or scheduled learning, encompasses a range of activities as described below.

On the BSc (Hons) Equestrian Sports Coaching programme, teaching is a mix of scheduled and independent learning. Staff understand that students learn through a variety of styles, therefore a range of methods are used. These include, but are not limited to; lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and business proposals.

##### **Scheduled Learning**

May include, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

##### **Independent Learning**

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

##### **Virtual Learning Environment (VLE)**

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

### **International Academic Study**

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

### **Careers**

To support student career preparations, careers personnel visit Hartpury on a regular basis and the students can use available 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.

### **Description of any Distinctive Features**

The programme and module learning outcomes are mapped directly to employment 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.

The BSc (Hons) Equestrian Sports Coaching directly addresses employer and industry needs with modules delivering employability standards (for example practical work and health and safety) as well as key theoretical material (not least a focus on pedagogy and the distinct learning needs of riders in a practical environment).

Staff contributing to the programme have significant experience in professional activity closely related to coach education in a variety of contexts. Several modules relate directly to staff research agendas and this will provide for current content and informed delivery across the full range of topic areas. The programme invests heavily in providing significant practical experience in a range of authentic equestrian coaching environments, and this real world experience and the practitioner skills and awareness it develops will always interest potential employers. Similarly the balance of theory and applied work across the programme provides a course experience directed to appreciating work place 'skills in' coaching.

The introduction and continuing process of portfolio-based work is in line with future directions of coach education practice across the industry. The amount of practical coaching demanded by the programme is in line with current industry thinking and demands from employers and coach education as a whole. As such the course focuses on student self-improvement through better supported networks that enable them to deal with diverse coaching cultures; this inevitably will contribute towards a more appropriately qualified equestrian coach. Hartpury commits to providing added value for its students in terms of coaching awards, collaborations with practising coaches and off-site visits.

Physical resources will also be fully utilised and integrated to support the delivery of this programme and the acquisition of industry standard practical skills enabling our students to lead the way in the coaching of equestrian sports. These resources include:

- Two World Class Championship arena (indoor and outdoor)
- Two outdoor arenas
- Two indoor arenas (60m x 24m, 60m x 21m)
- Horse trials courses and cross-country schooling field
- Stabling for over 200 horses
- Equine Veterinary and Therapy Centre including:
  - Water treadmill
  - High speed treadmill
  - Diagnostic equipment including digital radiography, video endoscope, ECG etc.
  - Electrotherapy equipment

The International Equine Arena also includes:

- 70 x 40 metre competition arena
- additional indoor warm up facilities
- seating for six hundred spectators
- panoramic restaurant

- hospitality boxes
- classrooms

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 and lab sessions to encourage the contextualisation of learning to real-world coaching and teaching practice.

All of these facilities provide a world class setting for the development of the students.

## Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

### Assessment Strategy

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

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. 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 and coaching flatwork, jumping, groups and individuals to suit industry requirements.

A key feature of the BSc (Hons) Equestrian Sports Coaching is the assessed portfolios, completed during 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 (Zubizarreta, 2013). Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose (Guise, Scott and Holt, 2013), thus continually becoming a more appropriately qualified practitioner (Sport Coaching Framework, 2013). Therefore, coaching portfolio assessments will comprise: 2 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.

In line with the College's 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.

**Assessment Map for BSc (Hons) Equestrian Sports Coaching**
**Type of Assessment\***

Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
---------------------	------------------------	-----------------------	----------------	-----------------------------	-------------------------------------	--------------------	------------------	--------------	-----------

<b>Compulsory Modules Level 1</b>	<b>Coaching Practice Portfolio – Coaching Theory</b>				A (50)	B (50)			B (P/F)
	<b>Introduction to Sport and Exercise Psychology</b>	A (50)					B (50)		
	<b>Introduction to Equestrian Sport</b>		A (50)				B (50)		
	<b>Equine Structure and Function</b>								A (100)
	<b>Equitation</b>	A (50)					B (50)		
<b>Compulsory Modules Level 2</b>	<b>Coaching Practice Portfolio – Coaching Pedagogy</b>				A (40)				B (60)
	<b>Horse and Rider Performance</b>						A (100)		
	<b>Undergraduate Research Process</b>						A (100)		
<b>Optional Modules Level 2</b>	<b>Advanced Equitation</b>	A (50)					B (50)		
	<b>New Venture Creation</b>					A (100)			
	<b>Equine Biomechanics</b>		A (50)				B (50)		
	<b>The Reflective Coach</b>					A (25)	B (75)		
	<b>Sport Psychology</b>								A (100)
	<b>Ground Schooling and Rehabilitation</b>				A (60)		B (40)		
	<b>International Academic Study Portfolio</b>								A (100)

	International Academic Study Project				A (25)				B (75)
	International Academic Study Extended Project				A (25)				B (75)
	Study Trip				A (100) G				
Compulsory Modules Level 3	Coaching Practice Portfolio – Reflective Coaching				A (50)				B(50)
	Undergraduate Dissertation							A (100)	
Optional Modules Level 3	Advances in Horse and Rider Performance				A (60)	B (40)			
	Contemporary Issues in Equestrian Sport				A (25)	B (75)			
	Contemporary Issues in Sports Education				A (50)		B(50)		
	Sport Psychology in Action						A (100)		
	Sport Science for Coaches		A (100)						



## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:

1. level and credit requirements
2. interim award requirements
3. module diet, including compulsory and optional modules

<p><b>ENTRY</b></p>	<p>Level 1</p>	<p><b>Compulsory modules</b></p> <p>Coaching Practice Portfolio – Coaching Theory (UISXL4-30-1)</p> <p>Introduction to Equestrian Sport (UIEXN7-30-1)</p> <p>Equine Structure and Function (UIEXN4-30-1)</p> <p>Equitation (UIEXN6-15-1)</p> <p>Introduction to Sport and Exercise Psychology (UISXLE-15-1)</p>		<p><b>Cert H.E. Equestrian Sport Studies</b> Credit requirements: 120 credits at level 0 or above of which no less than 100 credits at level 1 or above</p> <p><b>DipHE Equestrian Sport Coaching</b> 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. Must include Coaching Practice Portfolio (Coaching Theory) and Coaching Practice Portfolio (Coaching Pedagogy).</p> <p><b>DipHE Equestrian Sport Studies</b></p>
	<p>Level 2</p>	<p><b>Compulsory Modules</b></p> <p>Coaching Practice Portfolio – Coaching Pedagogy (UISXRS-30-2)</p> <p>Undergraduate Research Process (UINXU5-15-2)</p> <p>Horse and Rider Performance (UIEXRH-30-2)</p>	<p><b>Optional Modules</b></p> <p>Students are normally required to select 45 credits from the optional year 2 modules listed below:</p> <p>New Venture Creation (UISXTX-15-2) Advanced Equitation (UIEXR5-15-2) The Reflective Coach (UISXRY-15-2) Sport Psychology (UISXRV-15-2) Equine Biomechanics (UIEXR8-15-2) Ground Schooling and Rehabilitation (UIEXRE-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UIN-XRQ-30-2) International Academic Study Extended Project (UINXRR-45-2) Study Trip (UISXS6-15-2)</p>	<p>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.</p> <p><b>BSc Equestrian Sport Coaching</b> Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above. Must include Coaching Practice Portfolio (Coaching Theory), Coaching Practice Portfolio (Coaching Pedagogy) and Coaching Practice Portfolio (Reflective Coaching).</p> <p><b>BSc Equestrian Sport Studies</b></p>
	<p>Level 3</p>	<p><b>Compulsory Modules</b></p> <p>Coaching Practice Portfolio – Reflective</p>	<p><b>Optional Modules</b></p> <p>Students are normally required to select 45 credits</p>	<p>Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or</p>

	<p>Coaching (UISV3U-30-3) Undergraduate Dissertation (UINV3R-45-3)</p>	<p>from the optional year 3 modules listed below:</p> <p>Advances in Horse and Rider Performance (UIEV4G-30-3) Contemporary Issues in Equestrian Sport (UIEV4H-15-3) Contemporary Issues in Sports Education(UISV3V-15-3) Sport Psychology in Action (UISV4A-15-3) Sport Science for Coaches (UISV4B-15-3)</p>	<p>above and not less than 60 credits are at level 3 or above.</p> <p><b>TARGET AWARD:</b> BSc (Hons) Sport Coaching Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. This must include all compulsory and core modules.</p>
--	--	--	--

**GRADUATION**

**Part time:**

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a map will depend upon an individual student basis.

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2015/16 will be 280 tariff points.

Applicants will normally have practical equine experience (demonstrated by the completion of British Horse Society Stage II exam (Horse Knowledge Care and Riding stage 2 or equivalent). Tariff points gained through achievement of British Horse Society exams will be recognised.

Applicants will also be considered based on personal, professional and educational experience. Hartpury welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course. Coaching experience and National Governing Body coaching awards are desirable.

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. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

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

## Part 8: Reference Points and Benchmarks

### ***Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences; Hospitality, Leisure, Sport and Tourism;***

Relevant QAA subject Benchmark Statements have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

### ***Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2007);***

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### ***The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA***

***2008)*** Degree QAA document has been used to ensure that the programme develops students and ensures they meet level 6 criteria ensuring that students are able to evaluate evidence, arguments and assumptions, to reach sound judgements and communicate them effectively.

### ***University of the West of England 2020 Strategy***

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

### **Teaching, Learning and Scholarship Strategy**

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

The proposed modules for the BSc (Hons) Equestrian Sports Coaching programme are based on well-established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

### **Employer interaction and staff/student feedback:**

Various Vocational Panel meetings have been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

- Mock Validation
- Field of Sports Coaching and Sports Science Vocational Panel
- Field of Equine Science Vocational Panel
- Undergraduate Equine Staff Student Liaison Group Meetings
- Programme Development Team Meetings
- External and Internal Industry Professional Consultations
- Market Impact Assessment
- Sport Coach UK Framework mapping

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

Sports Coach UK Framework

Developed in line with the Sports Coach UK Framework (embedding excellent coaching practice).

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, available on the [University's website](#).