

## Programme Specification 2011 Intake

### Section 1. Basic Data:

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	Hartpury College
<b>Faculty responsible for programme</b>	Hartpury
<b>Programme accredited by</b>	
<b>Highest award title</b>	FdA Sports Business Management
<b>Default award title</b>	
<b>Interim award title</b>	CertHE Sports Business Management Certificate in Sports Studies
<b>Modular Scheme title</b>	Undergraduate Modular Scheme, Hartpury College
<b>UCAS code</b>	BUWE B80 NC26A
<b>Relevant QAA subject benchmarking group(s)</b>	Sports science General business and management Hospitality, leisure, sport and tourism
<b>On-going</b>	
<b>Valid from (insert date if appropriate)</b>	<b>September 2011</b>
<b>Authorised by: Rosie Scott</b>	<b>Date: June 2011</b>
<b>Version Code</b>	
<b>5.0</b>	

## **Section 2. Educational aims of the programme:**

The programme seeks to underpin the University principle that its graduates not only serve society, but also help to develop that society. In the case of the Foundation degree, the programme develops the University's ambitions for its graduates by developing new ideas, and to challenge current processes and practices. The programme enables students to develop:

- Creative and analytical thinking;
- Personal qualities and interpersonal skills;
- Knowledge;
- Appropriate practical and technical skills;
- Ethical awareness;
- Self evaluation and reflection.

It is important that within the programme, the Hartpury student should be encouraged to challenge orthodox thinking about equine related studies. We will encourage students to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This will be embedded within the context of the sports industry as it relates to conditioning, coaching and business management, and the recent changes within that industry.

Not only should a Hartpury student acquire and challenge contextual information, they should also develop a range of key skills to enable them to communicate effectively in a variety of media. The design of the programme and the experiences students receive while studying for the programme will enable them to develop self-confidence. We want students to develop positive self-esteem.

The Hartpury model of student centred learning encourages students to develop an enquiring mind. It is a feature of this programme, as of any other university programme, that there is application of the subject in a practical context. Students are encouraged to be well read within their subject and beyond. The programme will enable students to solve intellectual and practical problems within the context of sport. As such, the teaching and learning process will enable:

- Practical application;
- Reading and becoming acquainted with the ideas of experts and others from different times and places;
- Discussing issues with tutors and peers;
- Testing ideas in context.

A Hartpury student should recognise the influence of values on action and reflect on the consequences of these. The Associate Faculty endorses the student centred approach adopted by the wider university. There is strong encouragement for students to take responsibility for their own learning. In so doing, the delivery of the programme will facilitate a flexible learning experience that will enable students to structure their learning productively and equip the student with the skills to enable them to progress their learning further as part of a lifelong learning process.

The programme is designed to direct the student towards considering choices and options which will enable them to follow themes which will reflect sports of particular interest to the student. The study of changes in the business context of sports management will enable students to develop critical and analytical thinking. To support and facilitate this thinking, the programme will make extensive use of visits to innovative and alternative sports organisations and use the vocational experience which will underpin the undergraduate knowledge of the industries.

The collective aims of the programme submitted for validation should be seen in the context of Hartpury College's aims to ensure a student centred approach and to integrate the college estate and associated resources into teaching and learning approaches for its Higher Education programmes.

### Section 3. Learning outcomes of the programme:

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

#### A. Knowledge and understanding of:

1. Basic principles and methodologies of sports science and business management;
2. Basic knowledge and understanding of sports development practice;
3. Roles, scope and range of skills of coaches and sports managers;
4. Human Resource management for sports managers;
5. Financial management for sport managers;
6. Employment skills required of sports management professionals;
7. Sports conditioning and coaching operational management;
8. Effective team working skills;
9. Effective communication skills;
10. Identifying the socioeconomic and political determinants of sport participation and promoting sport development to industry standards in accordance with the national sport delivery system;
11. Collecting, collating and processing data for the analysis of sports coaching, conditioning and management key issues;
12. Professional boundaries, levels of competency and scope of practice;
13. The philosophy and operation of the University of the West of England's Undergraduate Modular Scheme.

#### Teaching/learning methods and strategies:

During the process of module design, the programme teams have referred to the University Learning and Teaching Strategy (2001), the programme incorporates various teaching and learning methods and has attempted to match them to the aims and objectives of the programmes.

Students will engage in *active learning*:

- Lectures;
- Field and laboratory based practicals;
- Visits;
- Demonstrations;
- Tutorials;
- Seminars;
- Group work;
- Role play;
- Self evaluation;
- Interactive learning through the world wide web;
- Workplace.

#### Assessment:

There is an element of formative assessment in each of the compulsory and optional modules. Testing of the knowledge base is through written examinations, assessed coursework, oral presentations, portfolio and through practical tasks undertaken under controlled conditions.

**B. Intellectual Skills:**

*By the end of level 1 students should be able to:*

1. Seek, describe and interpret information;
2. Describe, interpret and organise data;
3. Identify key themes from written work and oral presentations;
4. Express key themes in written work;
5. Apply given tools/methods accurately and carefully to a well defined problem and draw appropriate conclusions;
6. Identify, describe and analyse problem situations;
7. Allocate priorities, identify suitable solutions and draw appropriate conclusions;
8. Understand and apply numerical conventions, interpreting trends and data.

*By the end of level 2 students should be able to:*

1. Use statistics effectively in the presentation of an argument;
2. Reflect on actions and priorities;
3. Formulate effective strategies for achieving goals;
4. Debate issues in relation to more general ethical perspectives.

**Teaching/learning methods and strategies:**

Intellectual skills are developed through the teaching and learning on all of the modules in the programme, but they are emphasised particularly through the compulsory modules. The assessment strategy for intellectual skills is intended to:

- Consolidate learning;
- Ensure appropriate feedback;
- Strengthen motivation;
- Develop analytical skills.

The programmes are monitored to ensure that assessment in modules:

- Is in relation to outcomes made explicit to students;
- Is based upon the range of strategies through which a student can demonstrate what he or she knows, understands or can do;
- Is based on a range of evidence appropriate to the activity.

**Assessment:**

Principles of assessment will be those as defined by the University through its Academic Procedures and the Modular Assessment Regulations and the University assessment Strategy document (2001).

**C. Subject/Professional/Practical Skills:**

1. Commitment to the development and promotion of sport participation opportunities in the community in the furtherance of health, fitness and performance;
2. Awareness of the ethics, responsibilities and standards of professional practice in sport management;
3. Empathy for the needs of the full spectrum of sport and fitness practitioners from introductory through recreational to elite competitive levels of participation;
4. Act competently, synthesise information and employ it in an intelligent, responsible and creative manner;
5. Communicate and co-operate in the interpersonal, group, corporate and community contexts;
6. Educate athletes in the procedures of sports conditioning and sports coaching;
7. Plan and manage the coaching programmes of athletes and teams;
8. Accomplish the efficient and effective operational management of sports organisations, programmes, products and services;
9. Develop sports marketing and sponsorship plans in accordance with market needs and demands;
10. Conduct the human resource and financial management operations of sport organisations efficiently and sensitively;
11. Evaluate processes employed in sports conditioning, coaching and management;
12. Demonstrate skills in sports coaching and in promoting positive, healthy exercise.

**Teaching/learning methods and strategies:**

- Skills are developed through formal teaching, seminars, workshops, and integrated practical sessions in both compulsory and optional modules;
- Students are able to carry out self evaluation of both their theoretical learning and practical competency through the development of a student quality portfolio;
- Through complementary studies students are able to acquire professional qualifications and accreditation in coaching, therapy and management.

**Assessment:**

Due to the applied nature of the programme a significant proportion of the modules include practical assessments, however, at least 50% of assessment will be carried under controlled conditions.

**D. Transferable skills and other attributes:**

Key skills development and acquisition is mapped onto each module outline.

Students are encouraged to develop transferable skills, including:

- Taking responsibility for their own learning;
- Teamwork and time management;
- Analysis;
- Problem solving;
- Data collection;
- Communication skills.
- Communicate effectively and appropriately with athletes, coaches, managers and clients of the sports, physical activity and fitness industry;
- Present material professionally in a variety of contexts;
- Demonstrate effective personal management skills, including time management and reflective practice;
- Support the development of fitness and performance as a member of an inter-professional team;
- Recognise the needs, priorities and goals of others.

Extra Information Technology training is available for all students throughout their study time at the College.

**Teaching/learning methods and strategies:**

At level 1, tutorials and discussion groups are used to clarify, elaborate, and consolidate the ideas presented in lectures and also to develop the skills of thinking and arguing rationally.

Written and oral presentations assist students in communicating articulately. Interactive skills are developed.

Laboratory exercises and fieldwork provide training in practical skills and experiences in collecting and interpreting data. Students are able to communicate quantitative data effectively using appropriate formats. Students are able to apply methods and tools accurately and carefully. Students can use IT effectively. Students undertake a work placement and are asked to produce a portfolio to consolidate information and experience gained in the working environment.

At level 2, word processing and the use of databases, spreadsheets, graphical and statistical analysis packages provide students with the opportunity to clarify their thinking, organise the material, and revise their drafts. Interactive skills become increasingly more important with role playing/simulation exercises used to develop team building. Students become more confident in handling statistical data. Visits to appropriate establishments and field sites support professional development.

<b>Section 4. Programme structure</b>			
<b>ENTRY</b> ↓	<b>Compulsory modules</b>	<b>Optional Modules</b>	<b>Interim awards</b>
<b>Level 1</b>	UIN VGY-20-1: Employment Skills	UIS XNR-20-1: Sports Facilities Management UMA CSH-20-1: Understanding Financial Information UMO C9R-20-1: Management & Organisational Behaviour UME CSJ-20-1: Global Business Context UIS XND-20-1: Sport and Physical Activity Development UIS XNX-20-1: Introduction to the Sports Industry	Certificate in Sports Studies Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above CertHE Sports Business Management Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
<b>Level 2</b>	UMP CS7-20-2: Human Resource Management UMK CS6-20-2: Marketing UIN VLE-20-2: The World at Work	UFM EFE-20-2: Statistics and Research Methods UIS XPS-20-2: Sport and Hospitality Management UMS CBW-20-2: Entrepreneurship and Small Business UMM D39-20-2: Competing Through Operations UIS VPK-20-2: Contemporary Issues in Sports Management	<b>Target award</b> FdA Sports Business Management 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

→ **GRADUATION**

**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 120 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2) or equivalent.

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 the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the sport industry.

The course embraces the governments 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 and awarding credit for prior experiential learning within the working environment.

The programme has been designed to build on the competencies 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 land based sector. There has been employer input in the design of the Foundation Degree in Sports Business Management through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in the sports 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. Students are professionally prepared to provide an effective service delivery of sports conditioning and coaching. The programme comprises strands of core modules in business management, sports conditioning, sports coaching and sports management. These modules provide students with the disciplinary base underpinning the acquisition of a range of vocational competencies including planning and managing the coaching programmes of athletes and teams, the efficient and effective operational management of sports organisations, programmes, products and services, developing sports marketing and sponsorship plans in accordance with market needs and demands, conducting the human resource and financial management operations of sport organisations efficiently and sensitively, evaluating processes employed in sports conditioning, coaching and management, and demonstrating skills in sports coaching and in promoting positive, healthy exercise. These competencies are contextualised within the sport industry business environment through a work placement module.

### **Approach to Work Based/Related Learning**

The Associate Faculty has adopted the University Work Based Learning Policy (Draft 5, February 2003) which states that the faculties are required to:

- Ensure that all work-based learning is assessed in accordance with the University's Regulations and Assessment Policy;
- Monitor and review their policies and procedures for securing and allocating to students effective work-based learning opportunities as part of the process for Academic Review;
- Meet the requirements and standards set out by professional bodies;
- Provide clear information regarding the responsibilities of each party to the learning contract or other agreement;
- Ensure students are adequately prepared for work based learning;
- Support, in the workplace, the development of the learners;
- Ensure that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme;
- Regularly assess/audit the contribution of partner organisations' ability to meet the needs of the student and programme;
- Demonstrate that learning contracts or agreements are in place with their work based partners;
- Ensure that clear strategies are in place to support the identification and organisation of work based activities for students, commensurate with the significance of this learning to the programmes of which it forms a part ;
- Ensure that all arrangements for WBL take full account of the Special Educational Needs and Disabilities Act (SENDA) (2002) requirements.

**Section 8. Reference points/benchmarks:**

- Sports Science;
- General Business and Management,
- 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);
- Employer interaction/feedback: Field of Sports Science Vocational Panel Meetings
- Staff research projects: Many of the proposed modules for the Sports Conditioning & Coaching 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 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.