

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	
Highest award title	M.Sc. Coaching Science
Default award title	Post Graduate Certificate Coaching Studies
Interim award title	Post Graduate Diploma Coaching Science Post Graduate Certificate Coaching Science
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Hospitality, Leisure, Sport and Tourism (Excellent Performance Criteria) Masters Awards in Business and Management
Ongoing/valid until* (*insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2011
Authorised by...Rosie Scott	Date:...June 2011

Version Code
2.0

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

The aims of the programme are that by providing a postgraduate programme of study, students will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

- creative application of knowledge and a practical understanding of how to employ established techniques of research and enquiry to become involved in new and developing areas of research in coaching science;
- a wider understanding of new government agendas and an ability to respond to (and in some cases anticipate) the changing demands on the sports coach and in particular, the increasing professionalisation of the coaching industry;
- a critical awareness of the inter-relationship of coaching science disciplines and how it impacts on coaching practice;
- skills to assess the application and critical understanding of research methods in coaching disciplines and thus equip the student to be able to evaluate the rigour and validity of published research and professional practice;
- their ability to critically analyse existing coaching theories and extrapolate from this existing research and scholarship to identify new or revised approaches to practice and their consequence on the role of the sports coach;
- reflective and critical abilities as sports coaches to question existing practice, inform future applications and enhance their personal development as a reflective practitioner;
- support and enable students to obtain the qualities and transferable skills necessary for employment or further postgraduate study;
- provide an opportunity for postgraduate students to develop and realise their potential, by embracing the concept of lifelong learning; and
- their depth of awareness and understanding of sports coaching through a stimulating, supportive and comprehensive framework of learning.

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

A Learning Outcomes

On successful completion of the programme, the postgraduate student will have a critical awareness of current issues and insights into the sports coaching industry and knowledge and understanding of:

1. evaluation and appraisal methods for current coaching processes and their relationship with current coaching practice;
2. the sociological influence on coaching practice;
3. the coaching industry from a pedagogical perspective;
4. the relationships inherent within the sub-disciplines of sports science;
5. the role of notational and performance analysis in the development of elite performance and their influence on coaching practice;
6. the roles, scope and range of competencies required by coaches to demonstrate effective and informed practice;
7. the role of reflective practice in the continuing professional development of coaches, the development of new knowledge, and the understanding of existing methodologies; and;
8. the development of coaching practice through behaviour modification and problem based learning;
9. both qualitative and quantitative research methodologies and their inherent qualities;
10. the structure, function and operational framework of sport, both within the UK and internationally; and;
11. identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.

Teaching/learning methods and strategies

Acquisition of 1-10 is through a variety of learning and teaching opportunities aimed specifically at the postgraduate student and the postgraduate experience. Students are encouraged to engage in debate and discussion based around the concepts being discussed during lectures and seminars. The postgraduate experience also lends itself to independent and web-based study. Throughout the programme the learner is encouraged to undertake independent reading both to consolidate and supplement what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

The modules which support the development of this knowledge and understanding are shown in the Skills Matrix attached. These skills are further encouraged by supporting the students in attending research seminars, both within and external to the institution. In addition, the student will be required to attend a minimum of 2 compulsory tutorials with their academic tutor per semester.

Assessment

Testing of the knowledge base is through a variety of formative and summative means including coaching reports, reflective journals, presentations and research based reports (1-10).

B Intellectual Skills

B Learning Outcomes	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. demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis (including the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately).2. critically evaluate current research and advanced scholarship in the areas of coaching science and coaching practice;3. evaluate methodologies and develop critiques in the methodologies and, where appropriate, propose new hypotheses;4. select and apply an appropriate research methodology (qualitative or quantitative), to facilitate the analyses of data;5. design, conduct, analyse the findings, draw conclusions and undertake a systematic critical reflection on a programme of original research in order to formulate appropriate recommendations;6. synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;7. apply strategies for appropriate selection of relevant information from a wide and evolving body of knowledge;8. utilise problem solving skills to create, identify, evaluate options and make decisions from an informed position; and;9. critically analyse, evaluate and interpret the evidence underpinning coaching application and initiate change in practice accordingly.	<p><i>Intellectual skills (1-9) are developed through the teaching and learning programme as outlined in the Skills Matrix attached.</i></p> <p><i>Analysis and problem solving skills are further developed through seminars (small group activities,) project work and written assignments.</i></p> <p><i>Experimental, research and design skills are further developed through coursework activities, laboratory experiments and research and design projects. Individual feedback is given to students on all work produced.</i></p> <p>Assessment</p> <p><i>A variety of assessment methods is employed throughout the programme. The learner's ability to demonstrate skills 1-9 is tested through written assignments, practical examinations and oral examinations and poster defences which are used to consolidate learning and develop appropriate analytical skills.</i></p>

C Subject, Professional and Practical Skills

C Learning Outcomes	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. educate athletes in the management of their sports coaching and development programmes; 2. apply sports coaching research protocols to industry-based problems and effect empirical research; 3. utilise sports science principles to inform coaching practice; 4. provide immediate, effective target-specific feedback that is beneficial to the performer both 'in and on' action; 5. implement effective reflection on personal and learner experiences to promote best coaching practice; 6. analyse coaching behaviours and modify styles were needed for greatest effect; and; 7. assess, and advise others, on the potential impact of changes to legislation and policy within the coaching industry. 	<p><i>Subject skills are developed and practiced through the use of practical teaching and learning sessions. Engaging in the programme's lectures, practicals and debate fora will be critical for students in order that they may become empowered in developing their athletes' abilities (1). Students build on core guided material and implement the practical skills through experiential learning (5 and 6). In addition, students gain professional 'delivery' skills through experiential learning (2 to 6) and specifically within 'Analysis of Coaching Practice'. Professional skills (3, 5 and 7) are developed during lectures and seminars where students will 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.</i></p> <p><i>An innovative feature of the programme is the use of creative teaching media, such as mentorship, peer modelling, reflective discussion, video feedback and behavioural modification, that are all particularly valuable in nurturing and facilitating the development of subject specific knowledge in the field of coaching science (see the teaching and learning methods matrix attached).</i></p> <p><i>A Skills Matrix has been produced to demonstrate where these skills have been integrated into the modular scheme.</i></p> <p>Assessment</p> <p><i>Skills will be assessed through a range of methods including practical coaching sessions (1, 3, 4, 5, 6), presentations (2, 4, 5) and written assignments (1, 2, 3, 4, 7).</i></p>

D Transferable Skills and other attributes

D Learning Outcomes	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. communicate effectively with a wide range of individuals using a variety of appropriate means, showing self awareness and sensitivity to diversity in people and different situations; 2. evaluate their own academic, vocational and professional performance through the structured use of reflection; 3. utilise problem-solving skills in a variety of theoretical and practical situations; 4. manage change effectively and respond appropriately, and flexibly, to changing demands; 5. take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks; 6. manage time, prioritise workloads and recognise critical periods of development, by managing personal emotions and stress in order to show effective self management and the ability to continue learning; 7. understand career opportunities and challenges ahead and begin to plan a career path; 8. make effective use of information technology (e.g. world-wide web) and other academically based electronic resources to manage information; and; 9. perform effectively as an individual and as a member of a team. 	<p><i>Transferable skills (1-9) are developed during the compulsory modules on the programme. The programme has been designed to ensure that the qualities and transferable skills stated in "the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, 2001)" are taught and fully integrated into the academic modules. A transferable Skills Matrix has been produced to demonstrate where these skills have been integrated into the modular scheme.</i></p> <p><i>These skills will be further encouraged by supporting the students in attending research seminars, both within and external to the institution and through the completion of a personal development plan.</i></p> <p>Assessment</p> <p><i>Skill 1 is assessed through written assignments and oral presentations. Skills 2, 3 and 5 are assessed through a variety of means, including written portfolios and reflective journals, in the practical based modules 'Analysis of Coaching Practice' and 'The Reflective Practitioner'. Skills 6, 8 and 9 are assessed through all modules' assessment requiring computer generated output and strong self management skills working within time limits.</i></p> <p><i>Skills 4 and 7 are not specifically assessed within the programme however will be encouraged through the use of problem based learning and specific individual tutorial support, and student engagement with a variety of industry specific media.</i></p>

Section 4: Programme structure

ENTRY
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Level 1	<p>Compulsory modules</p> <p>UIS XMA-20-M The Coaching Process UIS XMB-20-M The Scientific Coach UIS XMF-20-M Research Methods UIS XMD-20-M The Reflective Practitioner UIS XMC-20-M Analysis of Coaching Practice UIS XMT-20-M Pedagogy in Practice</p>	<p>Default Award:</p> <p>PG Cert Coaching Studies <i>Credit Requirements:</i> 60 credits at level 3 or above of which not less than 40 are at level M.</p> <p>Interim Awards:</p> <p>PG Cert Coaching Science <i>Credit Requirements:</i> 60 credits at level 3 or above of which not less than 40 are at level M. This must include the modules: UIS XMA-20-M The Coaching Process</p> <p>UIS XMB-20-M The Scientific Coach</p> <p>UIS XMF-20-M Research Methods</p> <p>PG Dip Coaching Science <i>Credit Requirements:</i> 120 credits at level 3 or above of which not less than 80 are at level M. This must include the modules:</p> <p>UIS XMB-20-M The Reflective Practitioner</p> <p>UIS XMC-20-M Analysis of Coaching Practice</p> <p>UIS XME-20-M Issues within Sports Development</p>
level 2	<p>Compulsory modules</p> <p>UIN X44-60-M Dissertation</p>	<p>Target Award:</p> <p>M.Sc. Coaching Science <i>Credit Requirements:</i> 180 credits at level 3 or above of which not less than 120, including the masters dissertation are at level M. The credit for the masters dissertation and any other credit accumulated beyond the total required for a Postgraduate Diploma must be obtained under the regulations.</p>

→ **GRADUATION**

Section 5: Entry requirements

Upper second class honours degree or above in a related discipline.
International students must also gain an IELTS score of 6.5 prior to entering the programme.

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 a postgraduate 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 set task such as a written assignment.

Section 6: Assessment Regulations

University Assessment Regulations

Section 7: Student learning: distinctive features and support

The M.Sc. Coaching Science programme provides students with the opportunity to study the science behind athletic improvement and coaching practice. The Postgraduate Certificate aims to build upon fundamental principles by enhancing the students' sports science based knowledge and intellectual skills in a multi- and inter-disciplinary context. Throughout this level of the programme, research methods forms a compulsory module and acts as an important building block for the Dissertation at Masters level. In addition, students are also exposed to the fundamental principles of the coaching process from a number of perspectives so that they have a core of knowledge with which they can progress onto the Postgraduate Diploma.

The Postgraduate Diploma provides students with two foci: the first being the development of their own coaching practice through reflection and modification of behaviours. Both of which will involve the students partaking in practical coaching and engaging with a range of populations, in order to allow them the opportunity to gain an insight into diversity of methods required for those differing populations. Secondly, students are provided with an overview of the context in which they will operate within the industry upon graduation by examining sports development at Regional, National and International levels which is critical to the portability of a target award such as Coaching Science.

Upon completion of these taught elements the students are able to progress towards the Masters portion of the programme which affords students the opportunity to engage in postgraduate research in an area of personal interest. Throughout this process the programme team provides support in a supervisory capacity and students are expected to draw on their experiences during their first year of study on the programme to formulate and carry out an original piece of research with the aim of gaining a publication in an international peer-reviewed periodical.

The M.Sc. Coaching Science programme has been developed as a distinctive programme. This programme prides itself on its originality by offering students the opportunity to engage with innovative teaching methods that differ to the traditional approaches on offer at other universities within the UK. Students will benefit from an enhanced learning experience by engaging in a variety of creative teaching mediums such as mentorship, peer modelling, reflective discussion, video feedback and behavioural modification.

In addition, it is of paramount importance that the postgraduate Hartpury student feels supported through their educational experience, which dictates the existence of a comprehensive framework of supporting documentation and structures. Alongside the University of the West of England documentation which indicate University regulations and procedures, students receive a student planner from the Associate Faculty which introduces 'student life at Hartpury' and 'academic life at Hartpury' along with an academic year diary for the students' use. A programme handbook detailing the programme aims and an overview of the programme, programme team biographies, the assessment schedule, guidelines for written work (faculty wide), guidelines on citations

and references, guidelines on assessment offences and guidelines for study and examination preparation is also provided to all students. In support of this, students receive a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor and the component B assessment brief.

The Associate Faculty ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with special educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. The University, through the Centre for Student Affairs, provides specialist advice to students with special educational needs. It is the responsibility of the student concerned to ensure that medical or other evidence is provided to establish the need for, and the nature of, any special arrangements which may be required.

The Virtual Learning Environment (VLE) is an electronic resource accessible remotely which is administered by the programme and module teams, providing students with access to academic materials relevant to their active modules and programmes and has the capability to be used as an online test of knowledge for students through the various online testing functions embedded into its infrastructure. Students can be kept up to date with information via the notice board areas on the VLE or via the SMS text service which the Associate Faculty has engaged with. Students are also strongly encouraged to engage in two face-to-face tutorials with their allocated personal tutor per semester of study which serves to support the student academically. Student advisors are also in place as an additional recognition of the demands placed on students whom provide support in other factors that might impinge on the academic journey. Postgraduate students are provided with additional academic support in the form of the opportunity to attend Faculty-wide research seminars and a postgraduate study centre is accessible on a 24 hour basis for their use. This provides space for postgraduate students from across the faculty to work together in a postgraduate environment. It also provides students with IT facilities for their sole use.

The learning and teaching strategy of the Associate Faculty provides the opportunity for students to engage in a number of different learning environments: It is understood that people learn through different means, so a range of methods are used including but not limited to lectures, debates, laboratory (practical and computer based) sessions, practical application forums, work placements (including working within the local community to support ongoing sports coaching initiatives) and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises in order that students experience a range of opportunities in which they may excel from written assignments and written examinations through to coaching and practically based competency assessments.

The University of the West of England library service is very supportive of the academic disciplines within the Coaching Science programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to postgraduate level study. The library further incorporates "remote access" to the majority of its holdings in order to enhance the learning experience of the student and enable postgraduate students off site access to efficiently manage their personal learning. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students' academic journey.

Section 8 Reference points/benchmarks

- *Subject benchmarks*

Hospitality, Leisure, Sport and Tourism

Masters Awards in Business and Management

- *University teaching and learning policies:*

University of the West of England Learning and Teaching Strategy

University of the West of England Assessment Strategy

University of the West of England Work Based Learning Policy

- *Employer interaction/feedback:*

Field of Sports Science Vocational Panel

Coaching Science programme development team meetings

UK action plan for coaching 2006-2016

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.