

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of West of England	
<b>Teaching Institution</b>	Hartpury	
<b>Delivery Location</b>	Hartpury	
<b>Faculty responsible for programme</b>	Hartpury	
<b>Department responsible for programme</b>	Sport	
<b>Modular Scheme Title</b>	None	
<b>Professional Statutory or Regulatory Body Links</b>	None	
<b>Highest Award Title</b>	MSc Coaching Science	
<b>Default Award Title</b>	None	
<b>Fall-back Award Title</b>	None	
<b>Interim Award Titles</b>	Postgraduate Diploma (Coaching Science) Postgraduate Certificate (Coaching Science)	
<b>UWE Progression Route</b>	None	
<b>Mode(s) of Delivery</b>	Full time, part time and blended learning	
<b>Codes</b>	<b>UCAS:</b> N/A	<b>JACS:</b> C600
	<b>ISIS2:</b> C60012	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	QAA Framework Master's degree descriptors and UKCC (external PSRB) coach capabilities at UKCC Level 4	
<b>CAP Approval Date</b>	24 June 2013	
<b>Valid from</b>	01 September 2013	
<b>Valid until Date</b>	01 September 2019	
<b>Version</b>	3	

## Part 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:

- 1 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.
- 2 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.
- 3 A critical awareness of the inter-relationship of coaching science disciplines and how it impacts on coaching practice.
- 4 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.
- 5 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.
- 6 Reflective and critical abilities as sports coaches to question existing practice, inform future applications and enhance their personal development as a reflective practitioner.
- 7 Support and enable students to obtain the qualities and transferable skills necessary for employment or further postgraduate study.
- 8 Provide an opportunity for postgraduate students to develop and realise their potential, by embracing the concept of lifelong learning.
- 9 Their depth of awareness and understanding of sports coaching through a stimulating, supportive and comprehensive framework of learning.

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

The programme shares core MSc Coaching Science modules, initial PgCert learning outcomes concentrating on coaching methodologies and innovations in practice. A professional development portfolio integrates content synoptically whilst encompassing a personal needs led negotiated learning plan.

## 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:

<i>Learning Outcomes:</i>	UINXMV-15-M Professional Development Portfolio	UISVM3-30-M Coaching Craft	UISXMX-15-M Reflective Practice	UINXKT-15-M The Research Process	UISXMY-15-M Pedagogy in Practice	UISXN3-15-M High Performing Environments	UISXMW-15-M Coach Education in Context	UINVL5-60-M Postgraduate Dissertation	UINVL4-15-M Postgraduate Independent Study
<b>A) Knowledge and understanding:</b>									
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 framed by both coach-athlete interaction and through tutor-coach/peer-peer interaction within a coach education and/or professional development context.	✓	✓	✓		✓	✓	✓		
4 The relationships inherent within the sub-disciplines of sports science.						✓			

<b>Learning Outcomes:</b>		<b>UINXMV-15-M Professional Development Portfolio</b>	<b>UISVM3-30-M Coaching Craft</b>	<b>UISXMX-15-M Reflective Practice</b>	<b>UINXKT-15-M The Research Process</b>	<b>UISXMY-15-M Pedagogy in Practice</b>	<b>UISXN3-15-M High Performing Environments</b>	<b>UISXMMW-15-M Coach Education in Context</b>	<b>UINVL5-60-M Postgraduate Dissertation</b>	<b>UINVL4-15-M Postgraduate Independent Study</b>
5	The roles, scope and range of competencies required by coaches to demonstrate effective and informed practice.	✓	✓	✓		✓	✓	✓		✓
6	The review, creation and maintenance of a high performing sports coaching environment with reference to inter-personal relationships, leadership and change management approaches.	✓	✓				✓	✓		
7	The role of reflective practice in the continuing professional development of coaches, the development of new knowledge, and the understanding of existing methodologies.	✓		✓						
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	Identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.	✓			✓				✓	✓
11	The methods, scope, development and formatting of an ongoing personal development portfolio.	✓								
<b>(B) Intellectual Skills</b>										
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 of 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;								✓	✓
<b>(C) Subject/Professional/Practical Skills</b>										
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.	✓	✓							

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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.	✓				✓		✓		✓
<b>(D) Transferable skills and other attributes</b>										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

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

The MSc Coaching Science programme provides students with the opportunity to study the science behind athletic improvement and coaching practice. The modules aim to build upon fundamental principles by enhancing the students' practical coaching and personal reflection 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 their skills and awareness.

A range of 'contextualised' modules (Postgraduate Diploma) provides students with two foci: the first being the development of their own coaching practice via an interrogation of best practice for deployment of core skills within distinct coaching environments, 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 potential arenas for their future employment – teaching, high performance coaching and coach education on behalf of a governing body - 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 MSc 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 assessment briefs.

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 will engage in regular face-to-face tutorials with their allocated personal tutor via the Professional Development Portfolio module that is core to all awards, which will serve to support the student professionally and 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, practical and computer based sessions, 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 oral presentations through to coaching and practically based competency assessments.

The 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.

On the MSc Coaching Science programme teaching is a mix of:

**Scheduled Learning**

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops and external visits.

**Independent Learning**

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

**Virtual Learning Environment (VLE)**

This specification 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.

**Description of any Distinctive Features**

Module learning outcomes map to UKCC Level 4 learning outcomes and as such the programme provides a potential 'bridging' qualification between UKCC Level 3 and 4 – currently a major point of national governing body debate and practitioner demand.

Modules contextualised to distinct places of current or possible future student employment allow study to directed towards employability and development of a distinct and creative personal practice.

Professional Development Portfolio work will allow for sensitive and personalised support concerning academic and professional development and is an experience that further mirrors the experiences, format, standards and demands of UKCC Level 4 vocational qualifications.

**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:

A variety of assessment methods will be employed throughout the programme. The learner's ability to demonstrate intellectual and personal/practical skills will be tested through written assignments, practical video review examinations, oral examinations, individual presentations and the creation of a personal development portfolio.

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 VLE.

## Assessment Map

The programme encompasses a range of **assessment methods** including written assignments, individual presentations, practical video based reviews and a synoptic personal development portfolio. These are detailed in the following assessment map:

### Assessment Map for MSc Coaching Science


		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 M</b>	<b>UINVL5-60-M Postgraduate Dissertation</b>						B (20)			A (80)	
	<b>UISXMV-15-M Professional Development Portfolio</b>										A (100)
	<b>UISVM3-30-M Coaching Craft</b>						A (25)	B (75)			
	<b>UISXMX-15-M Reflective Practice</b>						A (25)	B (75)			
	<b>UINXKT-15-M Postgraduate Research Process</b>						A (25)	B (75)			
<b>Optional Modules Level M</b>	<b>UISXMW-15-M Coach Education in Context</b>				A (50)			B (50)			
	<b>UISXMY-15-M Pedagogy in Practice</b>						A (25)		B (75)		
	<b>UISXN3-15-M High Performing Environments</b>						A (50)		B (50)		
	<b>UINVL4-15-M Postgraduate Independent Study</b>							A (100)			

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure


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

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

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	<p style="text-align: center;">Year 1</p> <ol style="list-style-type: none"> <li>1 UINVL5-60-M Postgraduate Dissertation</li> <li>2 UISXMY-15-M Professional Development Portfolio</li> <li>3 UISVM3-30-M Coaching Craft</li> <li>4 UISXMX-15-M Reflective Practice</li> <li>5 UINXKT-15-M The Research Process</li> </ol>	<ol style="list-style-type: none"> <li>1 UISXMW-15-M Coach Education in Context</li> <li>2 UISXMY-15-M Pedagogy in Practice</li> <li>3 UISXN3-15-M High Performing Environments</li> <li>4 UINVL4-15-M Postgraduate Independent Study</li> </ol>	<p><u>Pg Cert Coaching Science</u> Credit Requirements: 60 credits at level 3 or above of which not less than 40 are at level M. This must include modules: Professional Development Portfolio; Coaching Craft; Reflective Practice.</p> <p><u>Pg Dip Coaching Science</u> Credit Requirements: 120 credits at level 3 or above of which not less than 80 are at level M. This must include the modules: Professional Development Portfolio; Coaching Craft; Reflective Practice; The Research Process.</p> <p>TARGET AWARD <u>MSc Coaching Science</u> Credit Requirements: 180 credits at level 3 or above of which not less than 120, including the masters dissertation are at level M. This must include all compulsory modules.</p>
<b>GRADUATION</b>			

### Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	<p style="text-align: center;">Year 1</p> <ol style="list-style-type: none"> <li>1 UISXMY-15-M Professional Development Portfolio</li> <li>2 UISVM3-30-M Coaching Craft</li> <li>3 UISXMX-15-M Reflective Practice</li> </ol>	None	<p><u>Pg Cert Coaching Science</u> Credit Requirements: 60 credits at level 3 or above of which not less than 40 are at level M. This must include modules: Professional Development Portfolio; Coaching Craft; Reflective Practice.</p>
<p style="text-align: center;">Year 2</p>	<ol style="list-style-type: none"> <li>1 UINXKT-15-M The Research Process</li> </ol>	<ol style="list-style-type: none"> <li>1 UISXN3-15-M High Performing Environments</li> <li>2 UISXMY-15-M Pedagogy in Practice</li> <li>3 UISXN3-15-M High Performing Environments</li> <li>4 UINVL4-15-M Postgraduate Independent Study</li> </ol>	<p><u>Pg Dip Coaching Science</u> Credit Requirements: 120 credits at level 3 or above of which not less than 80 are at level M. This must include the modules: Professional Development Portfolio; Coaching Craft; Reflective Practice; The Research Process.</p>
<p style="text-align: center;">Year 3</p>	<ol style="list-style-type: none"> <li>1 UINVL5-60-M Postgraduate Dissertation</li> </ol>	None	<p>TARGET AWARD <u>MSc Coaching Science</u> Credit Requirements: 180 credits at level 3 or above of which not less than 120, including the masters dissertation are at level M. This must include all compulsory modules.</p>
<b>GRADUATION</b>			



## Part 7: Entry Requirements

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

Typically students will have engaged in significant levels of coaching practice and will have achieved a UKCC Coaching Award or its equivalent. The programme is designed to cater for practitioners working in a range of contexts and is not solely designed for high performance coaches, although it is envisioned that those operating at this level will be able to include MIPD study and portfolio based tasks within their professional work 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 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 AL/AEL may be possible.

Applicants whose first language is not English require a minimum of IELTS 6.5 (with a minimum of 6.5 both overall and for each sub-section). All potential students will be subject to an interview with the Programme Manager.

## Part 8: Reference Points and Benchmarks

In line with the QAA Quality Code the design team has consistently sought to gain "sufficient and appropriate external involvement" in order to maintain academic and professional standards describing programme aims, demands, experiences and assessment methods. Further to this, and again in line with the Code, students both currently on the college's present MSc Coaching Science programme and potential applicants for the revised MSc have been given a wide range of opportunities "to contribute to shaping their learning experience."

QAA Framework Master's degree descriptors and UKCC (external PSRB) coach capabilities at UKCC Level 4 share a broad range of characteristics, both requiring a distinct 'postgraduate' experience and course demands so that these benchmarks have focused the design team's concerns on developing coaches and graduates who:

"deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences."

Subject benchmarks for a range of skills-similar professions have been reviewed during the programme design and these, in particular the demands of the Counselling benchmarks, have influenced programme content and expectations, not least in the provision of extensive opportunities for engagement with the theory and applied demands of Reflective Practice.

Teaching and assessment methods have similarly been shaped by the UK Centre for Coaching Excellence Scoping Report (2008). Hartpury's continuing collaboration with the Sports Coach UK – UKCC Level 4 Community of Practice and its co-design and development of the Rugby Football Union's PgDip in Integrated Professional Development (Coaching Rugby Union) has allowed the programme design to maintain contact with innovative and current coach education design directly responding to professional/workplace demands and therefore the concerns of potential programme applicants.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Student consultation has been extensive with programme rationale and programme maps presented to staff-student liaison forums, current full-time MSc Coaching Science programme members, current part-time MSc Coaching Science programme members and past graduates from the current version of the MSc Coaching Science programme.

## Part 8: Reference Points and Benchmarks

Industry consultation has been facilitated throughout by the department's representation within the UKCC Level 4 Community of Practice and by its continued delivery of the RFU Level 4 PgCert in Integrated Professional Development. The lead representatives for UKCC's Level 4 provision and for liaison with H.E.I.s have completed site visits to Hartpury College to discuss programme design with current MSc programme delivery staff, postgraduate students and aspiring course members for the expected September 2013 first presentation of the revised MSc.

- 1 QAA Quality Code
- 2 QAA Framework for Higher Education
- 3 UKCC Level 4 coach competencies and module descriptors
- 4 UK Centre for Coaching Excellence Scoping Report (2008)

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](#).