



## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data			
<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>	Postgraduate Diploma Professional Development (Coaching Science)		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	Postgraduate Certificate Professional Development (Coaching Science)		
<b>UWE Progression Route</b>	None		
<b>Mode(s) of Delivery</b>	Full time, part time, blended learning		
<b>Codes</b>	<b>UCAS:</b> N/A	<b>JACS:</b> C600	
	<b>ISIS2:</b> C61H12	<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>Initial CAP Approval Date</b>	24 June 2013	<b>Revised CAP Date</b>	V2- 07 March 2014 V3- 07 July 2016
<b>Valid from</b>	01 September 2013	<b>Revision with effect from</b>	01 September 2016
<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 to provide a postgraduate programme of study, where students will be prepared to solve intellectual and practical problems within the context of the applied sport industry, in particular their own work-based practice.

The Professional Development Award aim to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

The programme aims to provide learners with:

- 1 the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- 2 the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- 3 the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- 4 an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Professional Development Award as a whole will:

- 1 offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- 2 provide the opportunity to have learning recognised for the award of credit;
- 3 facilitate the widening of access to and participation in higher education;
- 4 encourage participants on the programme to develop as independent learners who take responsibility for their own learning.

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

The programme learning outcomes concentrate on coaching methodologies and innovations in practice. A professional development portfolio integrates content synoptically whilst encompassing a personal needs led negotiated learning plan. At Postgraduate Diploma level the programme asks learners to test theory (via modules contextualised to employment sites – teaching, high performance sport and coach education - through the creation of self-designed work-based portfolios, these projects potentially sitting within the learner's actual professional responsibilities.

## Part 3: Learning Outcomes of the Programme

The Professional Development programme enables students to address their individual learning requirements and to reflect individual or employer's needs, while offering the opportunity to gain a recognisable academic award. The programme allows students to negotiate their own programme of study. Uniquely, students can choose from learning opportunities to maintain, improve and broaden their knowledge and skills and to develop the personal qualities required in their professional life.

In addition to a compulsory work-based learning project module students can negotiate a study route to meet their requirements, which will be assessed and allow them to accumulate the credits they need for their target award. These can be made up of a combination of taught academic modules, work-based learning and different forms of enquiry. This allows students to use a larger amount of blended learning than they can on more traditional courses as it will allow for the acceptance of credit from other awarding bodies and enable the integration of short courses, CPD and experiential learning into the qualification. Work-based learning project modules provide a means of assessing experiential and other non-credit rated learning.

The award provides opportunities for organisations and individuals to develop tailored programmes to meet their needs and support learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes of benefit to their current workplace, or voluntary activities or future career aspirations. The Award also provides opportunities for learners to develop many valuable graduate employability attributes. Award learning outcomes relate to how a learner engages and learns through and from work-based and work-related situations. For example, a learner, whatever their role, may demonstrate through their study high levels of intellectual and conceptual understanding of complex issues. Someone in a 'high level' role may need support and a learning structure to enable them to engage in a way which reflects upon the high level of complexity, uncertainty and/or responsibility required for the role and to apply this understanding to a wide range of intellectual challenges across a range of contexts.

It is the intention that the Award learning outcomes will be used by learners, prospective learners and teaching teams as a reference point for the intended outcomes of each level of programme, and to enable the awarding body to satisfy itself that the programme outcomes have been achieved and demonstrated through individual module assessment, including compulsory work-based learning project modules.

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

<b>Learning Outcomes:</b>		<b>Professional Development Portfolio (UISXMY-15-M)</b>	<b>Work Based Learning Project Coaching Craft (UISVM4-30-M)</b>	<b>Reflective Practice (UISXMX-15-M)</b>	<b>Pedagogy in Practice (UISXMY-15-M)</b>	<b>High Performing Environments (UISXN3-15-M)</b>	<b>Coach Education in Context (UISXMW-15-M)</b>	<b>Coaching Work Based Learning Portfolio(s) (UISVM5-15-M, UISVM8-15-M, UISVM9-15-M)</b>	<b>Coaching Work Based Project (UISVM6-30-M)</b>
<b>A) Knowledge and understanding:</b>									
1	Can demonstrate an in-depth knowledge base relating to their area of work and the ability to extend this into the wider context and area of practice	✓	✓	✓	✓	✓	✓	✓	✓
2	Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations	✓	✓	✓	✓	✓	✓	✓	✓
3	Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located	✓	✓	✓	✓	✓	✓	✓	✓
<b>(B) Intellectual Skills</b>									
1	Can develop innovative ways forward in complex and unpredictable situations	✓	✓	✓	✓	✓	✓	✓	✓
2	Can develop novel approaches to systems	✓	✓	✓	✓	✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>									
1	Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts	✓	✓	✓	✓	✓	✓	✓	✓
2	Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice	✓	✓	✓	✓	✓	✓	✓	✓
<b>(D) Transferable skills and other attributes</b>									
1	Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice	✓	✓	✓	✓	✓	✓	✓	✓
2	Can evaluate and manage dilemmas and value-conflicts	✓	✓	✓	✓	✓	✓	✓	✓
3	Can evaluate and act on interrelationships between wider systems in which the area of practice is located	✓	✓	✓	✓	✓	✓	✓	✓
4	Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need	✓	✓	✓	✓	✓	✓	✓	✓
5	Has independent learning ability	✓	✓	✓	✓	✓	✓	✓	✓

## Part 4: Student Learning and Student Support

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

The design of this programme has been influenced by a number of factors and distinctive features such as:

- 1 The requirement to develop new strategies of learning fit for a demand-led programme.
- 2 Widening participation in Higher Education.
- 3 Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers.
- 4 Promoting flexibility of educational opportunity in terms of geography, time and place.
- 5 The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.
- 6 A focus on the improved employability and career prospects at organisational and individual level.
- 7 Offering an alternative route to complimentary route.

Module delivery will be supported by a range of student - centred approaches e.g. distance learning, and will include learning sets which could be face-to-face and/or supported electronically.

The programme design team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for the work- based elements. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practise assessment and examination of professional/work profiles.

Hartpury University Centre with its named partners are committed to providing an organised system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that learners have access to comprehensive information on the availability of resources and sources of help. This commitment will be demonstrated through:

- 1 An induction programme for all learners.
- 2 The provision of a Programme Manager.
- 3 Provision of web-based Scheme information and module handbooks for the compulsory work-based learning project modules.
- 4 Access to libraries and computer suites.
- 5 Student adviser and study skills support.
- 6 A named contact for enquiries.

The Postgraduate Diploma in Professional Development (Coaching Science) programme provides students with the opportunity to study the science behind athletic improvement and coaching practice. The 'core' 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. 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 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.

The Postgraduate Diploma in Professional Development (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 Centre documentation which indicate University Centre regulations and procedures, students receive a student planner 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 University Centre 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 specific 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. 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 is core to the programme, 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 addition of 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 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 centered 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.

If you wish to apply to have learning from experience assessed and recognised for the award of academic credit, 'accredited experiential learning' (AEL), AEL can be used to build up the credit required to gain a higher education award at Hartpury University Centre. RPEL is defined as learning achieved through experience gained by an individual outside formalised learning arrangements where the learning outcomes are open to assessment by the University (ref: [Academic Regulations and Procedures](#)).

Contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Postgraduate Diploma in Professional Development (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.

**Careers**

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the 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**

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.

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.

The programme's flexible structure allows for personalisation of content and emphasis to the student's learning needs once the compulsory modules have been completed. It is envisioned that students will 'partner' theoretical 'content modules (e.g. Pedagogy in Practice, Coach Education in Context and High Performing Environments) with work-based portfolio modules (of either 15 or 30 credits) in order to carry theory 'into' workplace application and so evaluate their personal practice and the contextual sensitivity of the module content being appraised.

**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 (core) and self-chosen range of contextualised work-based learning portfolios.

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

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

### Assessment Map for Postgraduate Diploma in Professional Development (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>Professional Development Portfolio (UISXMV-15-M)</b>											A (100)
	<b>Work Based Learning Project Coaching Craft (UISVM4-30-M)</b>											A (100)
	<b>Reflective Practice (UISXMX-15-M)</b>						A (25)	B (75)				
	<b>Pedagogy in Practice (UISXMY-15-M)</b>						A (25)		B (75)			
	<b>High Performing Environments (UISXN3-15-M)</b>						A (50)		B (50)			
	<b>Coach Education in Context (UISXMW-15-M)</b>					A (50)			B (50)			
	<b>Coaching Work Based Learning Portfolio(s) (UISVM5-15-M, UISVM8-15-M, UISVM9-15-M)</b>											A (100)
	<b>Coaching Work Based Learning Project (UISVM6-30-M)</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

There are no common pathways through the award to a generic 'Professional Development' award. The compulsory proportion of work-based learning must be at least 30 level M credits as a major work-based project which includes research or evidence-based work.

Other than the completion of a compulsory work-based learning project module, the remainder of the award will reflect individual and employer choice. The learning opportunities will be negotiated through an agreed approval process so that the credit accumulation of learning and assessment will demonstrate relevance to an employer and individual/employee.

It is envisioned that students will 'partner' theoretical 'content modules (e.g. Pedagogy in Practice, Coach Education in Context and High Performing Environments) with work-based portfolio modules (of either 15 or 30 credits) in order to carry theory 'into' workplace application and so evaluate their personal practice and the contextual sensitivity of the module content being appraised.

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
	Year 1	Professional Development Portfolio (UISXMV-15-1) Work Based Learning Project Coaching Craft (UISVM4-30-M) * Reflective Practice (UISXMX-15-M)		<u>Postgraduate Certificate Professional Development (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 at least one 15 credit Work Based Learning* module.
	Year 2		Coaching Work Based Learning Portfolio 1 (UISVM5-15-M)* Coaching Work Based Learning Portfolio 2 (UISVM8-15-M)* Coaching Work Based Learning Portfolio 3 (UISVM9-15-M)* Coaching Work Based Learning Project (UISVM6-30-M)* High Performing Environments (UISXN3-15-M) Pedagogy in Practice (UISXMY-15-M) Coach Education in Context (UISXMW-15-M)	<b>TARGET AWARD:</b> <u>Postgraduate Diploma Professional Development (Coaching Science)</u> Credit requirements: 120 credits at level 3 or above of which not less than 80 are at level M. *At least one 15+ credit Work Based Learning module. This must include all compulsory modules.
<b>GRADUATION</b>				

### 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 2013/14 is a 2:2 classification or better in an undergraduate Bachelor's degree relating to Sports Coaching and/or Sports Science and/or any Social Science. Significant and current experience of sport coaching, the provision of professional training or work within coach education, sport development or teaching.

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 Postgraduate Diploma Professional Development (Coaching Science) 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 RPL/RPEL 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 postgraduate programmes 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 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.

QAA Framework Master’s degree descriptors and UKCC (external PSRB) coach capabilities at UKCC Level 4.

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.

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 Postgraduate Certificate in 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.

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

Staff research projects:  
A Realistic Longitudinal Evaluation of Work-Based Learning of Qualified Nurses, Lesley Moore and Jane Bridger, University of the West of England, 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](#).