



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	Hartpury College
<b>Delivery Location</b>	Hartpury College
<b>Faculty responsible for programme</b>	Hartpury College
<b>Department responsible for programme</b>	Sport
<b>Modular Scheme Title</b>	None
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	The award represents a collaboration between Hartpury College and the Rugby Football Union (RFU) in order that the Union's submission of a proposal for a 'professional' coaching award to the United Kingdom Coaching Certificate (UKCC) can be endorsed by the United Kingdom Coaching Standards Group.  As such the award will see the RFU UKCC Level 4 programme recognised by the UWE Shell Framework.
<b>Highest Award Title</b>	Postgraduate Diploma Integrated Professional Development (Coaching Rugby Union)
<b>Default Award Title</b>	None
<b>Interim Award Titles</b>	Postgraduate Certificate Integrated Professional Development (Coaching Rugby Union)
<b>UWE Progression Route</b>	MSc Integrated Professional Development (Coaching Science)
<b>Mode(s) of Delivery</b>	Part time
<b>Codes</b>	<b>UCAS:</b> Not applicable
	<b>ISIS2:</b> C61142
	<b>JACS:</b> C600
	<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>	03 October 2012
<b>Valid From</b>	01 September 2013
<b>Valid until Date</b>	01 September 2019
<b>Version</b>	1

## Part 2: Educational Aims of the Programme

The Framework aims to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

The Framework aims to provide learners with:

- 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;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgment;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- 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 Framework itself will:

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

## Part 3: Learning Outcomes of the Programme

The Framework 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 Framework also provides opportunities for learners to develop some or all of the graduate employability attributes detailed below. The learning outcomes below 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 Framework 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
Masters Level (FHEQ Level 7):  The Learner: <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Teaching/learning methods and strategies:  Teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.  Activity should also be cognisant of ongoing work to develop a new Work-Based Learning Policy for the University.

<ul style="list-style-type: none"> <li>• Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations.</li> <li>• Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located</li> </ul>	<p>Assessment:</p> <p>Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to in Section 1: Basic Data).</p>
<b>B Intellectual Skills</b>	
<p>Masters Level (FHEQ Level 7):</p> <p>The Learner:</p> <ul style="list-style-type: none"> <li>• Can develop innovative ways forward in complex and unpredictable situations.</li> <li>• Can develop novel approaches to systems.</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Activity should also be cognisant of ongoing work to develop a new Work-Based Learning Policy for the University.</p> <p>Assessment:</p> <p>Skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data).</p>
<b>C Subject, Professional and Practical Skills</b>	
<p>Many professional/practical skills and employability attributes can be developed within taught modules and modules for the assessment of experiential learning.</p> <p>Masters Level (FHEQ Level 7):</p> <p>The Learner:</p> <ul style="list-style-type: none"> <li>• Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts</li> <li>• 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.</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>There should be provision of opportunities for learners to perform and practise specific professional/practical skills in context.</p> <p>Assessment:</p> <p>Skills are primarily assessed through a work-based learning project.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data).</p>

<b>D Transferable Skills and other attributes</b>	
<p>Masters Level (FHEQ Level 7):</p> <p>The Learner:</p> <ul style="list-style-type: none"> <li>• Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice.</li> <li>• Can evaluate and manage dilemmas and value-conflicts.</li> <li>• Can evaluate and act on interrelationships between wider systems in which the area of practice is located.</li> <li>• Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need.</li> <li>• Has independent learning ability.</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>There should be opportunities to practise skills in specific settings as appropriate.</p> <p>Assessment:</p> <p>Typically reflective essays and interviews, and work-based projects.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data).</p>

<b>Part 4: Programme Structure</b>			
<p>This structure diagram demonstrates the student journey from Entry through to Graduation for a <b>full time student</b>, including:            level and credit requirements            interim award requirements            module diet, including compulsory and optional modules</p>			
ENTRY	Compulsory modules	Optional modules	Interim awards
	<p>Year 1</p> <ol style="list-style-type: none"> <li>1 Rugby Union – Coaching Craft (UISV3A-15-M)</li> <li>2 Rugby Union - Supporting Elite Performance (UISV3B-15-M)</li> <li>3 Rugby Union – Changing Coaching Cultures (UISV3C-15-M)</li> </ol>	<p>None.</p>	<p><u>PGCert Integrated Professional Development (Coaching Rugby Union)</u>            Credit requirements:            60 credits at level 3 or above of which not less than 45 are at level M. This must include the module: Rugby Union – Professional Development Portfolio (UISV3F-30-M).</p>
	<p>Year 2</p> <ol style="list-style-type: none"> <li>1 Rugby Union – The Mind Factor (UISV3D-15-M).</li> <li>2 Rugby Union – The Technical Tactical Study (UISV3E-30-M).</li> <li>3 Rugby Union – Professional Development Portfolio (UISV3F-30-M).</li> </ol>	<p>None.</p>	<p>TARGET AWARD:  <u>PGDip Integrated Professional Development (Coaching Rugby Union)</u>            Credit requirements:            120 credits at level 3 or above of which not less than 90 are at level M. This must include all compulsory modules.</p>
<b>GRADUATION</b>			

**Part time:**

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

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following addition:

Candidates will have been invited on to the course after interview and selection by the RFU.

The pre-requisite for application acceptance is the successful completion of the RFU UKCC Level 3 coaching award.

### Part 6: Assessment

A: Approved to University Regulations and Procedures

#### Assessment Map

The programme encompasses a range of **assessment methods** including written assignments, individual player profiles and reflective diaries. These are detailed in the following assessment map:

#### Assessment Map for PgDip Integrated Professional Development (Coaching Rugby Union)

		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
Compulsory Modules Level M	Rugby Union - Coaching Craft (UISV3A-15-M)						A (50)	B (50)			
	Rugby Union - Supporting Elite Performance (UISV3B-15-M)						A (50)		B (50)		
	Rugby Union - Changing Coaching Cultures (UISV3C-15-M)						A (50)		B (50)		
	Rugby Union – The Mind Factor (UISV3D-15-M)					B (50)	A (50)				
	Rugby Union – The Technical Tactical Study (UISV3E-30-M)						A (20)			B (80)	
	Rugby Union - Professional Development Portfolio (UISV3F-30-M)						A (25)				B (75)

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

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

On the PgDip Integrated Professional Development programme teaching is a mix of small group seminars, individual observations and professional development tutorials.

**Scheduled learning** includes, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning; supervised time in sport coaching environments. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

These activities will on average equate to:

- a) 145 learning hours per 15 credit module
- b) 270 learning hours per 30 credit module.

### Description of Distinctive Features and Support

Each student is provided with three sources of support specific to the content, level and aims of the programme:

- a) A Coach Advisor – a tutor enmeshed in the local context in which their assigned coach is working and who has received extensive training from the RFU and their professional partners in terms of mentoring and action-planning.
- b) An Assessment Support Tutor – a Hartpury College HE Sport department member assigned to provide group and one-to-one tutorial support regarding assignment preparation, drafting and feedback. The tutor is detailed to visit each of six seminars that appear throughout the 18 month course and to visit each coach in situ on a 'needs' basis as new content is covered or any individual learning concerns arise.
- c) A Course Leader – an RFU tutor tasked with information distribution with regard to process and administration concerns and in particular as a guide for students in terms of their compiling the Professional Portfolio evidence and networking with other RFU staff in order to support individualised needs concerning completion of the Long Term Assignment module.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements for Master's level study have been a key contributor to course design with advice from external assessors allowing the design group to draw upon their experiences with regards to the concurrent development of Hartpury's MSc in Coaching Science.

The UKCC Coaching Standards Group is drawn from professional coaching practitioners, national governing body coach educators and coaching science academics. The formal regulations and informal guidance from this group has been central in the design of the RFU submission to UKCC and the design of programme aims, module content and assessment blend.

Employer interaction and feedback has been widely sought after and has come from the distinct range of coaching contexts that students will be working in and towards. Cross-sport input has been a key source for reflections upon the programme, as has advice from professional staff in related contexts such as business management and specific sport sciences (given the module content range.)

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.