

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Sport		
Programme Title	MSc Professional Development in Sports Coaching		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	MSc Professional Development in Sports Coaching		
Default Award Title	None		
Interim Award Titles	Postgraduate Diploma in Professional Development in Sports Coaching Postgraduate Diploma in Sport Studies Postgraduate Certificate in Sports Coaching Postgraduate Certificate in Sport Studies		
Mode(s) of Study	Accelerated Full time / Full Time / Part time		
Codes	UCAS: N/A	UNIT-e: MSTSPDCS	
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	V1.0- 01 Sept 2017 V2.0- 02 May 2018 V3.0- 31 Aug 2018 V4.0 – 12 March 2019	Valid from	01 Sept 2018 V4.0 – 1 Sept 2019
Amendment Approval Date		Amended with effect from	V4.0 – 01 Sept 2019
Version	4.0		
Review Due By	01 September 2024		

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 programme aims to provide a flexible modular structure for negotiating the programme which has work-based learning at its 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.

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

An MSc Professional Development in Sports Coaching graduate will understand coaching methodologies and innovations in practice. They will have a professional development portfolio that integrates content synoptically whilst encompassing a personal needs led negotiated learning plan. Learners will understand how theory can be applied to employment sites – teaching, high performance sport and coach education and will have self-designed work-based portfolios. They will have conducted projects applying these skills to professional areas and produced suggestions to improve practice.

Part 3: Programme Structure

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

- 1 level and credit requirements
- 2 award requirements that are in addition to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory, core and optional modules

Compulsory Modules	Optional Modules	Awards
HSPXMV-15-7 Professional Development Portfolio	Work based learning modules will have an * at the start of their module code.	<u>PG Cert in Sport Studies</u>
HSPVM3-30-7 Coaching Craft	Students are normally required to select credits from the optional modules listed below:	<u>PG Cert in Sports Coaching</u> This must include Professional Development Portfolio, Coaching Craft and Reflective Practice
HSPXMX-15-7 Reflective Practice	*HSPVM5-15-7 Coaching Work Based Learning Portfolio 1	<u>PG Dip in Sport Studies</u>
HSPVC7-15-7 The Scientific Coach	*HSPVM8-15-7 Coaching Work Based Learning Portfolio 2	<u>PG Dip in Professional Development Sports Coaching</u> This must include all compulsory modules and not less than 15 credits of Work Based Learning.
Either *HSPVM7-45-7 Coaching Work Based Learning Extended Project OR HANVL5-60-7 Postgraduate Dissertation	*HSPVM9-15-7 Coaching Work Based Learning Portfolio 3 *HSPVM6-30-7 Coaching Work Based Learning Project	<u>MSc Professional Development Sports Coaching</u> This must include all compulsory modules and not less than 45 credits of Work Based Learning.
	HSPXN3-15-7 High Performing Environments	
	HSPXMY-15-7 Pedagogy in Practice	
	HSPXMW-15-7 Coach Education in Context	

Part time:

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

The part time student journey from Entry through to Graduation may be individually negotiated with the student.

Work based learning modules will have an * at the start of their module code.

		Compulsory Modules	Optional Modules	Awards
	Year 1	HSPXMV-15-7 Professional Development Portfolio HSP VM3-30-7 Coaching Craft HSPXMX-15-7 Reflective Practice		<u>PG Cert in Sport Studies</u> <u>PG Cert in Sports Coaching</u> This must include the compulsory modules. <u>PG Dip in Sport Studies</u> <u>PG Dip in Professional Development Sports Coaching</u> This must include all compulsory modules and not less than 15 credits of Work Based Learning.
	Year 2	HSPVC7-15-7 The Scientific Coach	Students would typically study 45 credits from the optional modules listed below: *HSPVM5-15-7 Coaching Work Based Learning Portfolio 1 *HSPVM6-30-7 Coaching Work Based Learning Project HSPXN3-15-7 High Performing Environments HSPXMY-15-7 Pedagogy in Practice	<u>PG Dip in Professional Development Sports Coaching</u> This must include all compulsory modules and not less than 45 credits of Work Based Learning.
	Year 3	*HSPVM7-45-7 Coaching Work Based Learning Extended Project OR HANVL5-60-7 Postgraduate Dissertation	Students that select Coaching Work Based Learning Extended Project will typically undertake an additional optional module such as: HSPXMW-15-7 Coach Education in Context	

Part 4: 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:

Learning Outcomes:		Professional Development Portfolio	Coaching Craft	Reflective Practice	Pedagogy in Practice	High Performing Environments	Coach Education in Context	Coaching Work Based Learning Portfolio(s)/Project	Coaching Work Based Extended Project	The Scientific Coach	Postgraduate Dissertation
A) 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 framed by both coach-athlete interaction and through tutor-coach/peer-peer interaction within a coach education and/or professional development context.	✓	✓	✓	✓	✓	✓				
4	The roles, scope and range of competencies required by coaches to demonstrate effective and informed practice.	✓	✓	✓	✓	✓	✓				✓
5	The review, creation and maintenance of a high performing sports coaching environment with reference to inter-personal relationships, leadership and change management approaches.	✓	✓			✓	✓				
6	The role of reflective practice in the continuing professional development of coaches, the development of new knowledge, and the understanding of existing methodologies.	✓		✓							
7	The development of coaching practice through behaviour modification and problem based learning.	✓		✓	✓						
8	Both qualitative and quantitative research methodologies and their inherent qualities.	✓					✓	✓	✓	✓	
9	Identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.	✓					✓	✓	✓	✓	✓
10	The methods, scope, development and formatting of an ongoing personal development portfolio.	✓									
(B) Intellectual Skills											
1	Demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	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;						✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills											
1	Apply sports coaching research protocols to industry-based problems and effect empirical research.	✓					✓	✓			✓
2	Utilise sports science principles to inform coaching practice.	✓			✓	✓	✓				

3	Provide immediate, effective target specific feedback that is beneficial to the performer both 'in and on' action.	✓	✓							
4	Implement effective reflection on personal and learner experiences to promote best coaching practice.	✓		✓	✓		✓			
5	Analyse coaching behaviours and modify styles were needed for greatest effect.	✓			✓		✓			✓
(D) Transferable skills and other attributes										
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 5: Student Learning and Student Support

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

The 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.

Module delivery will be supported by a range of student-centred approaches e.g. blended learning, and will include learning sets which could be face-to-face and/or supported electronically. Modules also require a considerable commitment to independent learning which may include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

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, practical assessment and examination of professional/work profiles.

The MSc Professional Development in Sports Coaching programme provides students with the opportunity to study the science behind athletic improvement and coaching practice. 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, coach education on behalf of a governing body, and self-employment - which is critical to the portability of a target award such as Sports Coaching.

The MSc Professional Development in Sports Coaching 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. 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.

Hartpury University 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. 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. 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 institution-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 institution to work together in a postgraduate environment. It also provides students with IT facilities for their sole use. Hartpury's Achievement and Success Centre also offers a suite of blended learning postgraduate study skills support programs and workshops.

The learning and teaching strategy of the University 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.

As well as traditional classrooms and lecture theatres, Hartpury also has a host of practical sports facilities which may be used for teaching throughout the course of the MSc Sports Coaching. These include: sports halls, rubber crumbs, extensive sports pitches, a biomechanics laboratory and human performance laboratory.

The library service is very supportive of the academic disciplines within the Professional Development in Sports Coaching programme and provides an extensive range of paper (book and periodical) and electronic (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.

If you wish to apply to have learning from experience assessed and recognised for the award of academic credit, 'accredited experiential learning' (AEL) can be used to build up the credit required to gain a higher education award at the institution. AEL 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 institution.

Description of any Distinctive Features

Modules contextualised to distinct places of current or possible future student employment allow study to be directed towards employability and development of a distinct and creative personal practice. This approach is supported through the learning environment presented on the Hartpury campus, specifically through the Hartpury Academy of Sport which is home to ten elite sports academies. This provides a breadth of opportunity for students to learn from, and within, a high performance sports environment.

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 UK Coaching 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 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 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be the Work Based Learning module that carries the largest credit size.

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.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for MSc Professional Development in Sports Coaching

		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 7	Professional Development Portfolio										A (100)
	Coaching Craft						A (25)	B (75)			
	Reflective Practice						A (25)	B (75)			
	The Scientific Coach										A (100)
Core Modules Level 7	Coaching Work Based Extended Project										A (100)
	Postgraduate Dissertation						A (20)			A (80)	
Optional Modules Level 7	Pedagogy in Practice						A (25)		B (75)		
	High Performing Environments						A (50)		B (50)		
	Coach Education in Context					A (50)			B (50)		
	Coaching Work Based Learning Portfolio(s)										A (100)
	Coaching Work Based Learning Project										A (100)

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

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).

Applicants must provide evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered 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 may be reviewed on an individual basis. This may 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, Hartpury will consider applications for advanced entry, e.g. into year two or three of a part-time programme. More details on how to apply for this can be found through the Hartpury website.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

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 Institution's website.

Programme Approval Log

Programme Title:	MSc Professional Development (Coaching Science)
Programme Code:	C612F12/MSTSPDCS
Initial Approval Date:	01 September 2017

Changes:

<p>Current version number: 3.0</p> <p>Outline Change Details:</p> <p>Part 1 –</p> <ul style="list-style-type: none"> • Name change to PD Sports Coaching from PD Coaching Science • Change interim to PG Cert Sports Coaching and ensure there are interims without specific module requirements and remove brackets from title. • Remove blended from modes of study and add Accelerated Full Time <p>Part 2:</p> <p>Update the HEAR to ensure that it explains graduate attributes, and remove reference to the Professional Award structure, which is not an entity.</p> <p>Part 3:</p> <p>Update this section to reflect the current template. Remove Work Based Learning Project Coaching Craft (HSPVM4-30-7) and replace with Coaching Craft (HSPVM3-30-7). Addition of The Scientific Coach (New Module) and Postgraduate Dissertation (HANLV5-60-7) Update the award requirements to reflect the awards in part 1. Change award titles to reflect name change.</p> <p>Remove Postgraduate Certificate Professional Development (Coaching Science) Credit requirements: 60 credits at level 6 or above of which not less than 45 are at level 7. This must include at least one 15 credit Work Based Learning* module. Replace with PG Cert Coaching Science Credit Requirements: 60 credits at level 6 or above of which not less than 45 are at level 7. This must include compulsory modules.</p> <p>Part 4: Update to reflect module amendments in Part 3. Remove LO C1 Update B1</p> <p>Part 5:</p> <ul style="list-style-type: none"> • Removal of 6 bullet points • Update to ensure accuracy of statements and descriptors. • Removal of ‘e.g. distance learning,’ and the following paragraph ‘In addition, it is of paramount importance that the postgraduate student feels supported through their educational experience, which dictates the existence of a comprehensive framework of supporting documentation and structures. Alongside the documentation which indicate the institutions regulations and procedures, students receive a student planner which introduces ‘student life at the institution’ and ‘academic life at the institution’ 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 (institution 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.’ • Removal of the following sentence: ‘Students will engage in regular face to face tutorials with their allocated personal tutor via the Professional Development Portfolio module that is core to this award, which will serve to support the student professionally and academically.’ • Change Coaching Science to Professional Development Coaching Science • Change Assessment type from A(100) Portfolio to A(25) Oral Presentation and B(75) Written Assessment.
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- Replace Work Based Learning Project Coaching Craft with Coaching Craft.
- Update to include details of ASC
- Update distinctive features to include academy

Part 6: Update to reflect the modules included within Part 3.

Part 7: Update in line with the current template and requirements.

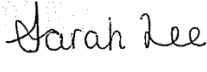
Part 8 – Removal in line with current template.

Material Alteration: Yes and is accompanied by the relevant course information sheets.

Rationale: Following the Sport PCR curriculum has been reviewed in light of the outcomes, namely around module consolidation. As a result, programme changes need to be made in response to module closures.

Change requested by: Sarah Lee

- I can confirm that student representatives have been consulted about this change
- I can confirm that colleagues impacted by this change have been consulted
- I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: 

Date: 31-1-2019

Name of Head of Department: Sarah Lee

I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department

Signature: 

Date: 31-1-2019

Approval Committee and Date: CVC 2019 03 12

Change approved with effect from: 1 September 2019

Resulting new version number: 4.0

Version 3.0

Rationale: After the successful application for University Title, amendments were required to all specifications.

Material Alteration: Yes and Course Information Sheet amended appropriately: Not required

Outline Change Details: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University.

Change requested by: Academic Registrar

CVC approval date: 31 August 2018

Change approved with effect from: 01 September 2018

New version number: 3.0

Version 2.0 (intake 2018) **Periodic Curriculum Review**

Outline Change Details: Update of valid to/from dates.

Rationale: The Sport Periodic Curriculum Review (PCR) on 2nd May 2018 confirmed revalidation of the programme.

Change requested by: PCR 02 May 2018

PCR approval date: 02 May 2018

Change approved with effect from: 01 September 2018

