

## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury University		
<b>Delivery Location</b>	Hartpury		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Sport		
<b>Programme Title</b>	MSc Sports Coaching		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	Master of Science in Sports Coaching		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	Postgraduate Diploma in Sports Coaching Postgraduate Diploma in Sport Studies Postgraduate Certificate in Sports Coaching Postgraduate Certificate in Sport Studies		
<b>Mode(s) of Study</b>	Accelerated Full Time / Full Time / Part Time		
<b>Codes</b>	<b>UCAS:</b>	<b>UNIT-E:</b> MSTSCSXX	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Most recent Validation Date</b>	V1.0 - 12 Mar 2019	<b>Due for re-validation by:</b>	V1.0 - 01 Sept 2024
<b>Amendment Approval Date</b>		<b>Amended with effect from</b>	V1.0 - 01 Sept 2019
<b>Version</b>	1.0		

## Part 2: Educational Aims of the Programme

The aims of the programme are to prepare students 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 The qualities and transferable skills necessary for employment or further postgraduate study.
- 8 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 MSc Sports Coaching programme focusses on coaching methodologies and innovations in practice. Throughout their studies, a graduate will have built a breadth of knowledge and understanding for these aspects and had opportunities to integrate this within applied practice. Graduates will be able to analyse current practice and reflect on their own coaching focused personal development journey. Furthermore, they will have developed a depth of awareness of sports coaching disciplines and performance management and understand how this informs their own, and others', applied practices.

### Part 3: Programme Structure

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

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

Compulsory Modules	Optional Modules	Awards
HSPXMV-15-7 Professional Development Portfolio	HSPXMW-15-7 Coach Education in Context	<u>PG Cert in Sport Studies</u>
HSP VM3-30-7 Coaching Craft	HSPXMY-15-7 Pedagogy in Practice	<u>PG Cert in Sports Coaching</u> This must include modules: Professional Development Portfolio; Coaching Craft; Reflective Practice.
HSPXMX-15-7 Reflective Practice	HSPXN3-15-7 High Performing Environments	<u>PG Dip in Sport Studies</u>
HSPVC7-15-7 The Scientific Coach	HANVL4-15-7 Postgraduate Independent Study	<u>PG Dip Sports Coaching</u> This must include the modules: Professional Development Portfolio; Coaching Craft; Reflective Practice; The Scientific Coach.
HANVL5-60-7 Postgraduate Dissertation	HSPVM9-15-7 Coaching Work Based Learning Portfolio 3	<u>MSc Sports Coaching</u> This must include all compulsory modules.

#### Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student. It typically takes a minimum of three years and would involve undertaking the Postgraduate Dissertation in the final year.

## 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:

<b>Learning Outcomes:</b>		Professional Development Portfolio	Coaching Craft	Reflective Practice	The Scientific Coach	Pedagogy in Practice	High Performing Environments	Coach Education in Context	Postgraduate Dissertation	Postgraduate Independent Study	Coaching Work Based Learning Portfolio
<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.	✓	✓	✓		✓	✓	✓			
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>(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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.				✓						✓

## Part 4: Learning Outcomes of the Programme

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.	✓	✓								
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 5: Student Learning and Student Support

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

The MSc Sports Coaching 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 form a compulsory subject (The Scientific Coach) that acts as an important building block for the Dissertation. 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 dissertation 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 studies 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 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 media 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. In support of this, students can access via the Virtual Learning Environment information on their programme and for each module that they study 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.

Hartpury 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 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 will engage in regular face-to-face tutorials with their allocated personal tutor, 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 study facilities accessible on a 24 hour basis for their use. This provides space for

## Part 5: Student Learning and Student Support

postgraduate students from across the faculty to work together in a postgraduate environment. 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 institution 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.

### **Description of the teaching resources provided for students**

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 Sports Coaching 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.

On the MSc Sports Coaching 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 the 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**

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 multiple 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.

## Part 6: Assessment

This programme will be assessed according to the approved Academic Regulations.

The distinctive modules used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be Postgraduate Dissertation.

### 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.

### Assessment Map

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

		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>Postgraduate Dissertation</b>						B (20)			A (80)	
	<b>Professional Development Portfolio</b>										A (100)
	<b>Coaching Craft</b>						A (25)	B (75)			
	<b>Reflective Practice</b>						A (25)	B (75)			
	<b>The Scientific Coach</b>										A (100)
<b>Optional Modules Level M</b>	<b>Coach Education in Context</b>				A (50)			B (50)			
	<b>Pedagogy in Practice</b>						A (25)		B (75)		
	<b>High Performing Environments</b>						A (50)		B (50)		
	<b>Postgraduate Independent Study</b>								A (100)		
	<b>Coaching Work Based Learning Portfolio 3</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 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](http://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 maybe 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 programme. More details on how to apply for this can be found through the Hartpury website.

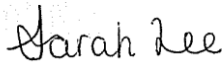
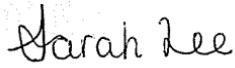
Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme

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 through Hartpury's website.

## Programme Amendment Log

<b>Programme Title:</b>	MSc Coaching Science
<b>Programme Code:</b>	MSTSCSXX
<b>Initial Approval Date:</b>	12 Mar 2019

**Changes:** *Most recent at the top of the page*

<b>Current version number:</b> 0	
<b>Outline Change Details:</b> New programme	
<b>Material Alteration:</b> n/a	
<b>Rationale:</b> This programme was suspended for intake during the validation of Hartpury University degrees for 2018. The programme will be offered for 2019 intake and as such is being validated for the first time.	
<b>Change requested by:</b> Sarah Lee	
<input type="checkbox"/> I can confirm that student representatives have been consulted about this change <input type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
<b>Signature:</b> 	<b>Date:</b> 29.01.19
<b>Name of Head of Department:</b>	
I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department;	
<b>Signature:</b> 	<b>Date:</b> 29.01.19
<b>Approval Committee and Date:</b>	CVC 2019 03 12
<b>Change approved with effect from:</b>	1 September 2019
<b>Resulting new version number:</b>	1.0