Programme Specification

Part 1: Basic Data			
Primary Programme Title	MSc Sports Coaching		
Target Award Titles	**Mode and Typical Duration of Study**	**Professional Accrediting Body Links**	**Study Abroad / Exchange / Credit Recognition**
Master of Science in Sports Coaching	Full time, 1-2 years Part time, 2-3 years	**None**	None
Interim Award Titles	Postgraduate Diploma in Sports Coaching Postgraduate Diploma in Sport Studies Postgraduate Certificate in Sports Coaching Postgraduate Certificate in Sport Studies Postgraduate Award in Sport Studies		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Sport		
Unit-E Code	**MSTSCSXX**		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).		
Most Recent Validation Date	21 March 2022	**Due for Re-validation By**	01 September 2027
Amendment Approval Date	V2.1 – 19 July 2023 V2.2 - 21 March 2024	**Approved With Effect From**	V2.0 - 01 September 2022 V2.1 - 01 September 2023 V2.2 - 01 September 2024
Professional Accrediting Body Approval Date	None	**Date for Re-accreditation**	None
Version	2.2		

Part 2: Programme Overview
Graduates will be able to demonstrate 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. In meeting this demand our graduates will develop an 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. In doing so we aim to foster theoretically-informed and reflexive practitioners who question existing practice, inform future applications and enhance their personal development and wellbeing. Graduates will develop an awareness and understanding of sports coaching through a stimulating, supportive and comprehensive framework of learning built through our innovative and industry relevant assessment, teaching and learning opportunities.

	Part 3: Programme Structure

This structure diagram demonstrates the student journey from enrolment through to graduation for a typical **full-time student on the primary programme**, including:
- level and credit requirements
- award requirements that are in addition to those described in the Hartpury University Academic Regulations
- module diet, including core and optional modules.

Please note:
+ core modules marked + are not eligible for compensation

	Core Modules	Optional Modules	Target and Interim Awards
Stage 1	HSPVM3-30-7 + Coaching Craft HANVL5-60-7 + Postgraduate Dissertation HSPXMV-15-7 + Professional Development Portfolio HSPXMX-15-7 + Reflective Practice HSPVC7-15-7 + The Scientific Coach	HSPXMW-15-7 Coach Education in Context HSPVM9-15-7 Coaching Work Based Learning Portfolio 3 HSPXN3-15-7 High Performing Environments HSPXMY-15-7 Pedagogy in Practice HEQVSN-15-7 Postgraduate Independent Study OR HANVL4-15-7 Postgraduate Independent Study *pre-2024 only* HSPVD9-30-7 Postgraduate Industry Placement Experience	<u>Postgraduate Award in Sport Studies</u> <u>PG Cert Sport Studies</u> <u>PG Cert Sports Coaching</u> This must include the modules: Professional Development Portfolio; Coaching Craft; and Reflective Practice. <u>PG Dip Sport Studies</u> <u>PG Dip Sports Coaching</u> This must include the modules: Professional Development Portfolio; Coaching Craft; Reflective Practice; and The Scientific Coach. <u>MSc Sports Coaching</u> This must include all core modules.

Part time:
The part time student journey from entry through to graduation is individually negotiated with the student.

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.
A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

Learning Outcomes:	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 3	Postgraduate Industry Placement Experience
A) Knowledge and Understanding of:											
1. Evaluation and appraisal methods for current coaching processes and their relationship with current coaching practice.	A	A	A				A			A	
2. The sociological influence on coaching practice.	B	A	B		A	B				B	
3. Sustainable development and the coaching industry from a pedagogical perspective framed by both coach-athlete interaction and through tutor-coach / peer-peer interaction.	B	A	B		A	B	A			B	
4. The roles, scope and range of competencies required by coaches to demonstrate effective and informed practice.	B	A	B	B	B	A	B			A	
5. The review, creation and maintenance of a high performing sports coaching environment with reference to inter-personal relationships, leadership and change management approaches.	B	A	A		B	A	B			B	
6. The role of reflective practice in the continuing professional development of coaches, the development of new knowledge, and the understanding of existing methodologies.	B	B	A							A	A
7. The development of coaching practice through behaviour modification and problem-based learning.	B	B	B		B	A					
8. Both qualitative and quantitative research methodologies and their inherent qualities.				A			A				

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11
9. Identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.	A	B	B	A			A	B		A	
10. The methods, scope, development and formatting of an ongoing personal development portfolio.	A									A	A
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.	A	A	A	A	B		B		B		B
2. Critically evaluate current research and advanced scholarship in the areas of coaching science, practice and sustainability in coaching.	A	A	A	A	A	B	A	A	A	A	B
3. Evaluate methodologies and develop critiques of the methodologies and, where appropriate, propose new hypotheses.				A				B		A	
4. Select and apply an appropriate research methodology (qualitative or quantitative), to facilitate the analyses of data.				A						A	
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.	A			B				A	A	A	
C) Performance and Practice											
1. Educate athletes in the management of their sports coaching and development programmes.		B			B		A				
2. Apply sports coaching research protocols to industry-based problems and effect empirical research.				A	B					A	A
3. Utilise sports science principles to inform coaching practice.		B				A					B
4. Provide immediate, effective target specific feedback that is beneficial to the performer both 'in and on' action.		B					A				
5. Implement effective reflection on personal and learner experiences to promote best coaching practice and coach wellbeing	B	B	A		B		B				A
6. Analyse coaching behaviours and modify styles were needed for greatest effect.	B	A	B	B	B		B				
D) Setting, Personal and Enabling Skills											
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.	A	A	A	A					A		
2. Evaluate their own academic, vocational and professional performance through the structured use of reflection	A	B	A						A		B	B
3. Utilise problem-solving skills in a variety of theoretical and practical situations.	A	A	A	A	B			A	B		
4. Manage change effectively and respond appropriately, and flexibly, to changing demands.	B	B	B				B		B		
5. Take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks.	A	A	A	A				B	A		B	

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

The MSc Sports Coaching programme aims to develop theoretically-informed and evidence-based coaching practitioners. Students benefit from a range of academically stimulating and industry-relevant modules, with contextual learning at the heart. These 'contextualised' modules within the Diploma part of the programme provide students with three foci: the first being the development of their own coaching practice via an exploration of best practice for the development 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, the blend of core and optional modules provide students with flexibility and opportunity for specialisation in an area of their choosing, this can take the form of sociology of sports coaching, high performance sport, coach education, or a chance for industry placement experiences which is critical to the portability of a target award such as Sports Coaching. Finally, it's of paramount importance that students bring their coaching contexts to us, we do not seek to 'tell' students how to coach, moreover we provide the academic expertise and learning environment in which enables students to challenge existing thinking and critically discuss areas of improvement in order for them to be better prepared for the context in which they work or seek to work in future employment.

Our MSc students complete their programme with a postgraduate dissertation module which affords students the opportunity to engage in postgraduate research in an area of personal interest. Throughout this process the programme team provides support in a supervisory capacity and students are expected to draw on their experiences during their studies on the programme to formulate and carry out an original piece of research with the aim of either gaining a publication in an international peer-reviewed periodical or disseminating their work to an appropriate audience.

The learning and teaching strategy of the programme provides the opportunity for students to engage in a number of different learning environments. It is understood that people learn through different means, as well as the coaching industry requiring different methods of dissemination, 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 most commonly, seminar / discussion sessions centred around exploring theory-to-practice / practice-to-theory.

Assessment also comes in many guises in order that students experience a range of opportunities, whilst preparing them for the reality of the sports coaching industry, therefore, our variety of assessments include but not limited to, written assignments and oral presentations through to practically based competency assessments and independent research projects.

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 (VLE) 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. The 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. Postgraduate students are provided with addition study facilities accessible

Part 5: Learning, Teaching and Assessment
on a 24-hours basis for their use. This provides space for postgraduate students from across the sports coaching community and faculty to work together in a postgraduate environment to support their learning journey. Hartpury's Achievement and Success Centre also offers a suite of blended learning postgraduate study skills support programs and workshops.
This programme will be assessed according to the approved Academic Regulations. Students registered on this programme will have access to the Hartpury University support services. The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be: Coaching Craft
Professional Accrediting Body documents to which this programme is mapped and or aligned: None

Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 1	Postgraduate Dissertation		A1 (75) Project Report						A2 (15) Poster Defence A3 (10) Oral Presentation
	Professional Development Portfolio			A (100) Coursework Portfolio					
	Coaching Craft	B (75) Coursework							A (25) Oral Presentation
	Reflective Practice	B (75) Essay							A (25) Oral Presentation
	The Scientific Coach			A (100) Coursework Portfolio					
Optional Modules Stage 1	Coach Education in Context		B (50) Report					A (50) Practical Skills Assessment	
	Pedagogy in Practice								A (100) Oral Presentation with Questions
	High Performing Environments		B (50) Report						A (50) Oral Presentation with Questions
	Postgraduate Independent Study		A (100) Literature Review						
	Coaching Work Based Learning Portfolio 3			A (100) Coursework Portfolio					

	Postgraduate Industry Placement Experience			A (100) Coursework Portfolio					

*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either Coursework, Written Examination, or Practical Examination as indicated by the colour coding above.

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 they take 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 (www.hartpury.ac.uk).

Approved Programme Amendment Log

Primary Programme Title:	MSc Sports Coaching
Programme Code:	MSTSCSXX
Initial Approval Date:	12 March 2019

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

Current version number: 2.1
Outline Change Details: Part 3: Programme Structure - optional module Postgraduate Independent Study updated from HANVL4-15-7 to HEQVSN-15-7, in line with module amendment.
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No
Material Alteration: No
Rationale: As programmes taking this module have altered the department responsible has moved to ensure they have actual insight into the module and can effectively manage it.

Change requested by: Ben Brilot
    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: B Brilot   **Date**:05/03/24

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; OR; **Signature**: Sarah Lee   **Date**: 06.03.24

Approval Committee and Date:	CSP Chair's Action 2024 03 21
Change approved with effect from:	01 September 2024
Resulting new version number:	2.2

Current version number: 2.0
Outline Change Details: Part 5: Assessment Map updated to reflect change of assessment for optional module Pedagogy in Practice (Component B – Report – removed).
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No **If yes, please provide the details of the changes:**
Material Alteration: Yes and is accompanied by the relevant course information document.
Rationale: Assessment strategy changed to reflect institutional sustainability framework –moving down to one-point of assessment will enable a more appropriate workload for the students to enable them to achieve their best work across multiple modules. This change was also based on student and programme manager feedback and request.

Change requested by: Luciana De Martin Silva
    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: _[signature: K Silba]_   **Date**:04/07/2023

Name of Head of Department: Thomas Legge (pp 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: TJLEGGE   **Date**:04/07/2023

Approval Committee and Date:	CVC 2023 07 19
Change approved with effect from:	01 September 2023
Resulting new version number:	2.1

Current version number: 1.2

Outline Change Details:
Document amended to meet requirements of new 2022 template.
Amended assessment terms to meet the new definitions
One learning outcome was altered – A3 to include sustainable development
Parts 1 and 3: interim awards updated, including addition of new 30 credit Postgraduate Award in Sport Studies

Material Alteration: No

Rationale: to align the programme with the Hartpury 2022 Academic Framework

Change requested by: Martin Longworth

☐ 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: Martin Longworth   **Date**: 20-1-2022

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: S Lee   **Date**: 20/01/2022

Approval Committee and Date:	Refresh Approval Panel action 2022 03 21
Change approved with effect from:	01 September 2022
Resulting new version number:	2.0

Current version number: 1.1

Outline Change Details:

Part 1 - Page 3: Postgraduate Industry Placement Experience (HSPVD9-30-7)
Change 1: Module has become optional on the programme structure on the MSc Sports Coaching programme

Part 2 - Page 4: Postgraduate Industry Placement Experience (HSPVD9-30-7)
Change 1: Module added along with respective learning outcomes to the section.

Part 3 - Page 9: Postgraduate Industry Placement Experience (HSPVD9-30-7)
Change 1: Module added on assessment map.

Part 6 – page 9: Postgraduate Dissertation (HANVL5-60-7)
Weighting changed for Oral Assessment/Presentation from A20 to A25, Dissertation from A80 to A75.

Material Alteration: No

Rationale: The addition of the placement module provides students with a further avenue to develop their applied experiences during their programme. Due to the diversity of theoretical knowledge of the students on the programme the addition of the module will provide those students who are either currently working in industry or have limited experience in industry to gain course credit whilst also furthering their career prospects.

Change requested by: Dr Martin Longworth

    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
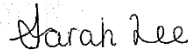
Signature: **Date**: 19/01/2021

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: *Sarah Lee*   **Date**: 21/01/21

Approval Committee and Date:	CVC 2021 02 22
Change approved with effect from:	01 September 2021
Resulting new version number:	1.2

Current version number:	1.0

Outline Change Details: Assessment components weighting for optional module 'Pedagogy in Practice' changed from 25:75 to 50:50.

Material Alteration: Yes (no amendment to Course Information Sheet)

Rationale: To reflect change made to module.

☑ **Change requested by: Luciana De Martin Silva**

☑   I can confirm that all programme managers have been consulted and support this change

☑   I can confirm that student representatives have been consulted about this change

    I have retained evidence of this consultation which has been placed in the Module File

Signature: **Date**: 17.07.19

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

Sarah Lee

Signature: **Date**: 03.07.19

Approval Committee and Date:	CVC 2019 08 06
Change approved with effect from:	1 September 2019
Resulting new version number:	1.1

Current version number:	0

Outline Change Details: New programme

Material Alteration: n/a

Rationale: 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.

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: *Sarah Lee*   **Date**: 29.01.19

Name of Head of Department:

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

Signature: *Sarah Lee*   **Date**: 29.01.19

Approval Committee and Date:	CVC 2019 03 12
Change approved with effect from:	1 September 2019
Resulting new version number:	1.0