

## Programme Specification for PG Cert Sports Coaching

**This document applies to students who commence the programme in or after September 2017**

<b>1</b>	<b>Awarding institution/body</b>	University of Worcester				
<b>2</b>	<b>Teaching institution</b>	University of Worcester				
<b>3</b>	<b>Programme accredited by</b>	N/A				
<b>4</b>	<b>Final award</b>	PG Cert				
<b>5</b>	<b>Programme title</b>	Sports Coaching				
<b>6</b>	<b>Pathways available</b>	N/A				
<b>7</b>	<b>Mode and/or site of delivery</b>	Block delivery of standard taught programme with some online learning at UW and approved offsite locations.				
<b>8</b>	<b>Mode of attendance</b>	Full Time/Part Time; weekdays and weekends across semester				
<b>9</b>	<b>UCAS Code</b>	Not applicable				
<b>10</b>	<b>Subject /Professional Benchmark statements</b>	Not applicable				
<b>11</b>	<b>Date of Programme Specification preparation/revision</b>	PG Cert approved as standalone course for on and offsite delivery 9 <sup>th</sup> June 2016 (IQC approval) / August 2017 – AQU amendments				
<b>12</b>	<b>Educational aims of the programme</b>	<p>The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinnings.</p> <p>The course aims will enable students to:</p> <ol style="list-style-type: none"> <li>a. develop a systematic and in-depth understanding of knowledge and a critical awareness of current problems and/or new insights for the advanced study of contemporary issues in sports coaching or sports management, in a stimulating, multi and interdisciplinary, student-centred learning environment;</li> <li>b. develop originality in the application of knowledge together with a practical understanding/application of theoretical and research skills necessary to create and interpret knowledge in the discipline;</li> <li>c. utilise their advanced knowledge and understanding of sports coaching or sports management to deal with complex issues systematically and creatively, problems and communicate their conclusions clearly;</li> <li>d. further develop their key and vocational relevant skills and independent learning ability required for continuing professional and personal development through professional practice in sports coaching or sports management;</li> </ol>				
<b>13.</b>	<b>Intended learning outcomes and learning, teaching and assessment methods</b>	<p>The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the <a href="#">Masters Degree Characteristics - QAA guidance on writing Masters courses</a> (2015) and adapted according to the needs of this particular course.</p> <p>The learning outcomes for the PG Cert Sports Coaching are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 45%;"><b>Knowledge and understanding:</b></th> <th style="width: 55%;"><b>Examples of learning, teaching and assessment methods used:</b></th> </tr> </thead> <tbody> <tr> <td> <p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify, analyse and critically reflect</li> </ol> </td> <td> <p>Structured lectures, seminars, student discussion groups,</p> </td> </tr> </tbody> </table>	<b>Knowledge and understanding:</b>	<b>Examples of learning, teaching and assessment methods used:</b>	<p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify, analyse and critically reflect</li> </ol>	<p>Structured lectures, seminars, student discussion groups,</p>
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<p>upon appropriate theory and contemporary issues in sports coaching or sports management</p> <p>2. appreciate and critically reflect upon current problems or contemporary insights in sports coaching or sports management;</p>	<p>problem based learning encouraging a multi/interdisciplinary perspective, live projects and the use of VLE/Blackboard to support learning.</p> <p>Use of case study approach / business plan / action research project in each pathway (e.g. MSPO 4003, MSPO 4004, MSPO 4002) to contextualise theory and practice and encourage an multi/interdisciplinary approach</p> <p>Use of scenario based case studies.</p> <p>Use of online discussions forums for modules MSPO 4003 and MSPO 4004 to discuss and analyse research, coaching and scientific practice.</p> <p>Use of guest speakers to help add depth and 'real' world insights.</p>
<p><b>Cognitive and intellectual skills:</b> On successful completion of the course, students will be able to:</p> <p>3. critically analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sports coaching or sports management and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences;</p> <p>4. demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of sports coaching or sports management.</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Structured lectures, seminars, computer based sessions, independent research work, literature searching and reviewing and the use of Blackboard to support learning.</p> <p>Use of online discussions forums for modules MSPO 4003 and MSPO 4004 to discuss and analyse research, coaching and scientific practice.</p> <p>Problem based learning, case study scenarios and seminars encourage students to think systematically and creatively to resolve problems.</p> <p>Analysis of the perspectives, values or strategies of sports practitioners together with theory to deal with complex issues and solve problems (MSPO 4003, MSPO 4002)</p> <p>Multi/Interdisciplinary Case Study requiring students to analyse the needs of athletes and solve problems regarding performance enhancement (MSPO 4004)</p>
<p><b>Practical skills relevant to employment:</b></p> <p>Same as for Transferrable skills – they are both overlapped to cover similar areas i.e. key skills which are embedded in the workplace</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Refer to information for Transferrable skills. In addition, the Professional Placement module MSPO4013 focuses on the students analysing their own skills and competencies for their targeted profession. Through workplace activity, students monitor and develop skills necessary for employment and utilise academic research to help develop the knowledge and skills required for that employment. They also concentrate on developing knowledge and practice in the areas of reflection to support a lifelong learning approach and their ability to become a reflective practitioner and be able to maximise CPD opportunities during their career.</p>
<p><b>Transferable/key skills:</b> On successful completion of the course, students will be able to:</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p>

<ol style="list-style-type: none"> <li>5. demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks;</li> <li>6. make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly;</li> <li>7. develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;</li> <li>8. demonstrate critical self-assessment of key and vocational skills in either sports coaching or sports management</li> </ol>	<p>Throughout the course students will have opportunities to develop their self-reflection, personal responsibility and independent autonomous approach to learning through structured lectures and seminars with staff, formative assessment tasks and planning, prioritising and undertaking assessments. Blackboard will be used by staff to support students learning with additional resources, tasks and activities accessible online.</p> <p>The students' completion of a Professional Placement and reflective portfolio both form a key learning and assessment method in the development of specific ILO's.</p> <p>Students will go through an intensive reflective process requiring an in depth assessment of key and vocational skills followed by target setting and monitoring of skill development (MSPO4013).</p>
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#### 14. Assessment Strategy

On completion of the PG Cert programme students will have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key skills and further, given the wide variety of modes of presentation of information required by employers today, the course aims to assess student's abilities and skills in as wide a range of these modes as possible whilst ensuring coherence with the module intended learning outcomes. As such, students are required to submit assessments including oral presentations, portfolios, research proposals, written reports, business plans, case studies, data handling assignments.

The course is in line with the Institute of Sport and Exercise Science's Strategy for Assessment where all learning outcomes are normally assessed through one or two assessment items for any module. A range of assessment modes is ensured through the course team meetings together with External Examiner input. The appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through course approval, external examiner monitoring and minor modifications at the Institute Quality Committee (IQC). Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module. Tutors utilise the Masters Level Generic Grading Criteria customised to specific assessments when marking work. A copy of the generic grading criteria is available at the following link: [Grade Descriptors Level 7 \(Masters\)](#)

#### 15. Programme structure and requirements

The course is available in full and part-time modes. The maximum registration period for the PG Cert Sports Coaching, full time, is one year and part time, is two years.

The award requires students to successfully complete three modules (60 credits) at Level 7 of the Taught Courses Regulatory Framework. Each module is worth 20 credits (10 ECTS).

Students may wish to progress on to the MSc Sports Coaching which requires the successful completion of nine modules (180 credits, 90 ECTS) at Level 7 including a minimum of 60 credits for the dissertation

##### **Delivery:**

The programmes have been designed to provide opportunities for both newly qualified graduates and currently employed professionals to achieve excellence at postgraduate

level. In accommodating these groups of students, in particular those in current employment, the modules have an innovative delivery pattern which supports the University's Mission statement of "increasing access, widening participation and assisting students to achieve their potential".

### PG Cert Sports Coaching Award Map

Module Code	Module Title	Credits	Status (Mandatory (M) or Optional (O))
MSPO4002	Leading & Managing People	20	O
MSPO4003	Philosophy & Practice of Sports Coaching	20	O
MSPO4004	Scientific Concepts of Sports Coaching	20	O
MSPO4013	Professional Placement	20	O
MSPO4014	Inclusive Coaching and Disability Sport	20	O

Students registered on to the PG Cert Sports Coaching must successfully complete 60 credits at Level 7 (from MSPO4002, MSPO4003, MSPO4004, MSPO4013, or MSPO4014)

#### 16 QAA and Professional Academic Standards and Quality

The programme is consistent with the Framework for HE Qualifications (FHEQ). It has been developed with reference to the Descriptor for a qualification at Masters (M) level: [Masters Degree Characteristics - QAA guidance on writing Masters courses](#) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The programme aims are mapped onto the FHEQ descriptors to ensure alignment.

This award is located at Level 7 of the FHEQ

#### 17 Support for students

The following guidance and support structure is in place for students participating in this course:

- **Sports Coaching** students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, problem based learning, pre-module learning activities, Personal Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- One day induction course.
- Student Course Handbook (published on an annual basis).
- Online support and guidance from tutors where travel to the University is limited between module sessions.
- All students have a Personal Academic Tutor who offers general support regarding academic progress, academic support, pastoral support and guidance and can guide the process of Personal Development Planning (PDP). The Personal Academic Tutor is available to support students in a variety of ways including telephone or online contact if travel to the University is limited between study sessions.
- Opportunities to study abroad (optional).
- The Language Centre provides English Language courses for International Students.
- Access to the [Disability and Dyslexia Service](#).

#### 18 Admissions

##### Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission

statement of *increasing access, widening participation and assisting students to achieve their potential.*

### **Entry requirements**

Applicants will normally have a 2:1 classification in a sport related degree.

Applicants who hold a sport-related degree classification of 2:2 or below or, a non-sport related degree, or significant professional experience will be considered on a case by case basis and may be required to submit a portfolio of evidence to demonstrate sports coaching and/or sports management experience. All applicants will be interviewed.

See [Admissions Policy](#) for other acceptable qualifications.

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Prospective students may contact the course leader for further information about the course and guidance as to their suitability for the course. Online and postal applications are accepted, upon which, candidates demonstrating a suitable academic and experiential profile will be invited for interview. Some candidates may be required to provide a coaching or management portfolio and/or complete a brief assignment in a relevant subject area to demonstrate suitable level of academic writing.

### **Admissions/selection criteria**

- Strong knowledge in the field of sports coaching or sports management suitable for Masters level academic work
- Evidence of engagement with professional and academic literature/publications relevant to CPD
- Ability to manage self, learning and professional duties where applicable
- Good communicator
- Evidence of ability to manage work independently
- Proven track record of dealing with complex and multidisciplinary issues relevant to their chosen subject area

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

The Institute of Sport and Exercise Science operates a robust, organic and on-going system of quality management and enhancement that involves the following elements:

- Annual evaluation of the quality of the subject.
- External Examiner reports.
- Each module provides opportunities for student evaluation (mid module and end of module)
- Course Management committee considers student feedback via student academic Representatives (StARs).
- Departmental staff and student consultative committee considers generic student issues.
- University Learning, Teaching and Student Experience Committee promote learning and teaching across the institution.
- Board of Examiners Moderation Group – Post module investigation (selected modules).
- Peer review of teaching by staff.
- A teacher accreditation course (Postgraduate Certificate in Learning and Teaching in Higher Education) for new staff accredited by HEA and SEDA.

- Institute of Sport & Exercise Science Learning Advisory Group.
- New Staff mentoring system.
- New staff observed by Head of Institute.
- Peer observation
- Personal Academic Tutor Feedback

## 20 Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#)

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-
- If a student is unsuccessful on the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University

### Requirements for Awards

Award	Requirement
PG Cert Sports Coaching	Passed a minimum of 60 credits at level 7

## 21 Indicators of quality and standards

Specific indicators of Quality and Standards for the MSc Sports Coaching and MSc Sports Management courses include:

- Our Masters Survey of Student Perceptions and Experiences (2012; responses = 16; response rate = 32%) indicated that 63% of the sample perceived the course to have a large impact upon their professional development with 12 students securing new employment or promotion, 5 students gaining recognition from their employer (either monetary or from the employer) and 4 students starting a further course upon completing the award.
- Students cited a range of reasons for the impact the MSc had including "...development of reflective thinking", "reflection on my performances" and "Micro

*political strategies that I now consciously use to manage people, athletes and situations”.*

- External Examiners endorse the quality and standards of the courses identifying several areas of excellent practice:
  - *"willingness to openly engage in critical debate about MSc delivery is excellent practice"* (External Examiners Report for Sports Coaching, 2011-12),
  - *"...industry based case studies are contained within the assignments, but the Professional Practice module is exceptional in its comprehensive structure and support, with diagnostic materials and exercises which enable the student to realise the full potential of the placement and to reflect accurately on their learning whilst working"* (External Examiners Report for Sports Management, 2011-2012).

## **22 Graduate destinations, employability and links with employers**

A graduate of the PG Cert will develop knowledge, skills and critical thinking to enable a positive contribution in a sports or business career. The purpose of the PG Cert is to develop well rounded, knowledgeable and empathetic people who have an ability to think critically about a variety of situations and offer a service that help their athletes/clients participate, perform and develop life skills.

A PG Cert Sports Coaching will provide graduates with opportunities in many areas of sport and/or careers that are useful not only in coaching, but in other areas of employment as well. In fact this degree is useful in a wide range of occupations, such as:-

- Professional Sports Coach
- Fitness instructor
- Physical Education teacher
- Sports Coach
- Strength and Conditioning coach
- Coach Development Officer
- Sport Development Officer
- Sports Coaching Lecturers
- Recreation officer
- Self-employed coaching consultant
- Researcher
- Performance Analyst

There is the opportunity to progress to the Masters' Degree in Sports Coaching from this award.

### **Student employability**

The course prepares students for employment, through the development of employability skills and attributes throughout all elements of the modules and in particular, the Professional Placement (MSPO 4013) where their placement activity enables students to engage in application of advanced theory into practice. In this context students can apply skills, knowledge and understanding derived from their own professional practice as well as from specialist course modules into a professional setting, and explore the challenges of applying 'book-learning' into professional practice. The use of mentor support and a critical friend underpin this experience whilst academic guidance from tutors helps the student develop advanced critical reflective skills preparing them for lifelong learning and effective continuing personal and professional development; a necessity in the work environment.

### **Links with Employers**

Modules within the Postgraduate Certificate Sports Coaching have been written by academics currently members of and engaged with an array of professional bodies and employers within their pathway disciplines including the Institute of Leisure and Amenities Management, the Institute of Sport and Recreation Management, the British Association of Sport & Exercise Sciences, English Basketball Association, British Triathlon Association, British Swimming, British Canoe Union and British Gymnastics Associations.

Through involvement of the Institute of Sport & Exercise Science Sports Employers Advice Panels (SEAP), the blend of academic qualification and professional engagement of staff within the programme team has ensured that career considerations are at the forefront of the programme content.

**Please note:** 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 s/he 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 each module can be found in associated course documentation eg course handbooks, module outlines and module specifications.