

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by N/A
4	Final award MSc
5	Programme title Sports Coaching; Sports Management; Sport & PE, Outdoor Education
6	Pathways available PG Certificate; PG Diploma; MSc
7	Mode and/or site of delivery University of Worcester
8	Mode of attendance Full Time/Part Time
9	UCAS Code Not applicable
10	Subject /Professional Benchmark statements Not applicable
11	Date of Programme Specification preparation/revision August 2011/ October 2011
12	<p>Educational aims of the programme</p> <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"> 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 a stimulating, multi and interdisciplinary, student-centred learning environment; develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship; 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; utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively, problems and communicate their conclusions clearly; further develop their key and vocational relevant skills and independent learning ability required for continuing professional and personal development; have the opportunity to engage in and experience international academic study and employment and further develop vocational skills required to meet the challenges of the global, knowledge-based economy. <p>It should be noted that because these aims are the guiding statements structuring the course they can be both <i>explicitly</i> dealt with in modules (see Appendix 001 for examples of explicit recognition), whilst in other instances they are more <i>implicitly</i> referred to.</p> <p>The relationships to the course learning outcomes are mapped out in Appendix 002.</p> <p>Programme aim c is normally achieved on the MSc course only and not the PG Certificate and PG Diploma.</p>

13. Intended learning outcomes and learning, teaching and assessment methods

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 Descriptors for a qualification at Masters (M) Level: Masters degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) and adapted according to the needs of this particular course.

The learning outcomes for the Sports Coaching, Sports Management, Sport and Physical Education and Outdoor Education Taught Masters programmes are as follows:

Knowledge and understanding:

Students will be able to:

1. identify, analyse and critically reflect upon appropriate theory and contemporary issues in sports coaching, sports management, sport & physical education or outdoor education;
2. appreciate and critically reflect upon current problems or contemporary insights in sports coaching, sports management, sport & physical education or outdoor education;
3. identify, analyse and critically reflect upon a wide range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in sports coaching, sports management, sport & physical education or outdoor education.

Examples of learning, teaching and assessment methods used:

Structured lectures, seminars, student discussion groups, problem based learning encouraging a multi/interdisciplinary perspective, live projects and the use of Blackboard to support learning.

Use of case study approach / business plan / action research project in each pathway (e.g. MSPO 4003, MSPO 4004, MSPO 4005; MSPO 4008; MSPO 4011, MSPO 4012) to contextualise theory and practice and encourage an multi/interdisciplinary approach

Use of scenario based case studies.

Use of online discussions forums for modules MSPO 4003 and 4004 to discuss and analyse research, coaching and scientific practice.

Use of guest speakers to help add depth and 'real' world insights.

Analysis of techniques for research or advanced scholarship in core modules (MSPO 4001, MSPO 4010) and other modules (MSPO 4004, MSPO 4008)

Variety of assignments methods (refer to Course Handbook or DVD for details regarding these).

Cognitive and intellectual skills:

Students will be able to:

4. demonstrate an in depth understanding and application of appropriate research methods;
5. design, implement and

Examples of learning, teaching and assessment methods used:

Structured lectures, seminars, computer based sessions (SPSS), independent research work, literature searching and reviewing and the use of

<p>evaluate a personal research project in a contemporary area of sports coaching, sports management, sport & physical education or outdoor education, demonstrating critical analysis of the research process, appropriate research methods and the analysis, interpretation and dissemination of data;</p> <p>6. critically analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sports coaching, sports management, sport & physical education or outdoor education 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>7. demonstrate self direction and originality in identifying needs, analyzing needs, formulating solutions and evaluating strategies within the context of sports coaching, sports management, sport & physical education or outdoor education.</p>	<p>Blackboard to support learning.</p> <p>Use of online discussions forums for modules MSPO 4003 and 4004 to discuss and analyse research, coaching and scientific practice.</p> <p>Development of Research Proposal in core module (MSPO 4001)</p> <p>Completion of own research project in the Dissertation (MSPO 4010)</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 4005, MSPO 4007, 4011, 4012)</p> <p>Action Research based projects (MSPO 4008)</p> <p>Multi/Interdisciplinary Case Study requiring students to analyse the needs of athletes and solve problems regarding performance enhancement (MSPO 4004)</p> <p>As students progress through their research proposal and Dissertation development, they will be required to deal with complex issues relating to research design, methods and data collection systematically, creatively and with self-direction and originality.</p>
<p><i>Practical skills relevant to employment:</i></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><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Refer to information for Transferrable skills. In addition, the Professional placement module MSPO 4009 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</p>

	practitioner and be able to maximise CPD opportunities during their career.
<p>Transferable/key skills:</p> <p>8. demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks;</p> <p>9. make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly;</p> <p>10. develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;</p> <p>11. demonstrate critical self-assessment of key and vocational skills in either sports coaching, sports management, sport & physical education or outdoor education</p> <p>12. have the opportunity to appreciate and critically reflect upon foreign cultures and philosophies through study and/or employment abroad.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <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 ILO's 8, 9, 10 and 11.</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 (MSPO 4009).</p> <p>ILO 12 - Students have the opportunity to complete an international professional placement and an Dissertation with an international comparative focus and obtain an International MSc Award.</p>

The means of achievement are mapped out in relation to learning, teaching and assessment methods used in Appendix 002

Intended Learning Outcome 5 is normally completed on the MSc course only and not the PG Certificate and PG Diploma. Intended Learning Outcomes 10, 11 and 12 may not be completed on the PG Certificate depending upon the student's choice of modules for this course. Refer to Regulations of Assessment for details on choice of modules for the PG Certificate.

Learning Teaching & Assessment Methods

The MSc programmes aim to further develop the students' independent learning ability and enable them to become effective, reflective practitioners. Consequently, the learning, teaching and assessment methods are designed to provide opportunities for the students to develop these qualities. The learning environment will include a full range of practical

work, lectures, seminars, workshops, problem-based learning, project work and independent and group study tasks, with students gradually required to take control of their learning in an independent manner throughout the course. Student research skills will culminate with a Masters level, independent research project as their final assessment.

The Learning and Teaching strategies used in the MSc Sports Coaching, Sports Management, Sport & Physical Education and Outdoor Education programmes are in accordance with the UW Learning, Teaching and Assessment Strategy and with the Institute response to that document. Hence the course is in line with the University learning paradigm which develops learning in terms of students working towards learning outcomes and the alignment of teaching and assessment to achieve those learning outcomes. Each module has identified and validated learning outcomes and the achievement of those outcomes is monitored through a robust system of quality management including internal mechanisms supported by External Examiners.

Furthermore, the course will operate within the PRF Regulations for assessment, marking and re-assessment.

A matrix can be seen in Appendix 004 illustrating the range of assessment methods used in relation to the modules.

14. Assessment Strategy

On completion of the MSc 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 students 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 and research findings through the Dissertation. In addition, opportunities exist for students to undertake an interdisciplinary approach to their work and ensure a holistic analysis of the subject area being studied

The course is in line with the Institute Strategy for Assessment where all learning outcomes are assessed through a maximum of 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 validation, external examiner monitoring and minor modifications at the 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 when marking work, a copy of which is available at the following link. <http://www.worc.ac.uk/aqu/documents/GradeDescriptorsMastersLevel.pdf>

A matrix of assessment methods used within modules can be seen in Appendix 004.

15. Programme structures and requirements

The course is available in full and part-time modes. The maximum registration periods for each of the awards PG Cert, PGDip and full MSc are listed in the table below.

Registration periods for awards.

PG Cert		PG Dip		Masters	
Full time	Part time	Full time	Part time	Full time	Part time
1 year	2 years	2 years	4 years	3 years	6 years

Students can follow pathways in Sports Coaching, Sports Management, Sport & Physical Education or Outdoor Education. The pathways require students to complete nine modules (180 credits, 90 ECTS) at Level 7 in the Postgraduate Taught Masters Scheme. An overview of the programme can be found in Figure 1.

Each module is worth 20 credit points (10 ECTS). The Professional Placement module (MSPO 4009) is a double module and worth 40 credits (20 ECTS). The final module to be completed by students on the programme is the Dissertation module worth 60 credits (30 ECTS).

Modules MSPO4001 Research Methods and pathway specific modules are pre-requisites for the Dissertation (MSPO4010). The maximum registration period within which the MSc course must be completed is 3 years for full-time and 6 years for part-time students.

Level 7

The key defining characteristic of work at Masters level is that it is informed by issues and insight at the forefront of the discipline, field or area of research and professional practice. Students will be expected to demonstrate mastery of a complex and specialised area of knowledge, skills and practice, allowing them to conduct Masters level research, to act autonomously and responsibly in their professional setting. The programme encourages students to take an interdisciplinary approach to study and practice.

All modules in the programme are mandatory and students complete core modules, pathway specific modules, professional development modules and finally research modules. Throughout the programme, many opportunities exist for students to tailor their study towards a specific area within their pathway e.g. performance/development coaching, sports event management; SEN education, outdoor education in the curriculum/outdoor management development.

Pre-requisites and Pathways

MSPO 4001 Research Methods is the pre-requisite module for the Dissertation (MSPO 4010).

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"*.

Core modules are held on weekly evening sessions (6-9pm) throughout the semester and the pathway specific modules are held over three intensive weekends (Friday 6-9pm; Saturday 9-5pm and Sunday 9-5pm) throughout the semester which are held approximately 4-5 weeks apart. A one day seminar is utilised to provide students with preparation for their placement which is followed by tutorials throughout the placement. The Dissertation is a research project undertaken independent by the students and support by tutorials with the student's supervisor throughout.

International MSc:

The opportunity for students to obtain an award of International Masters in the named pathway exists with students required to complete a Dissertation with an international focus (MSPO4010) **and** undertake their Professional Placement (MSPO4009) in an international setting. The Course Leader will collate all Dissertation Proposal Titles and proposed Professional Placement locations to assess whether students are eligible for the International MSc award. The Course Leader will liaise with the External Examiner for confirmation of these awards and decisions minuted. Any changes made by the student to their Dissertation or their Professional Placement subsequent to this will require their profile to be assessed again to ensure the student is still eligible for the award. It is the responsibility of the student to inform the Course Leader of any changes that may affect their award.

MSc Sports Coaching Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSPO4001	Research Methods	20	Mandatory	None
MSPO4002	Leading & Managing People	20	Mandatory	None
MSPO4003	Philosophy & Practice of Sports Coaching	20	Mandatory	None
MSPO4004	Scientific Concepts of Sports Coaching	20	Mandatory	None
MSPO4009	Professional Placement	40	Mandatory	None
MSPO4010	Dissertation	60	Mandatory	MSPO 4001

MSc Sports Management Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSPO4001	Research Methods	20	Mandatory	None
MSPO4002	Leading and Managing People	20	Mandatory	None
MSPO4005	Entrepreneurship in Sport	20	Mandatory	None
MSPO4006	Sport Marketing and the Environment	20	Mandatory	None
MSPO4009	Professional Placement	40	Mandatory	None
MSPO4010	Dissertation	60	Mandatory	MSPO 4001

MSc Sports and Physical Education Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSPO4001	Research Methods	20	Mandatory	None
MSPO4002	Leading & Managing People	20	Mandatory	None
MSPO4007	International Perspectives in Sport & Physical Education	20	Mandatory	None
MSPO4008	Current Issues in Learning & Teaching in Sport & Physical Education	20	Mandatory	None
MSPO4009	Professional Placement	40	Mandatory	None
MSPO4010	Dissertation	60	Mandatory	MSPO 4001

MSc Outdoor Education Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSPO4001	Research Methods	20	Mandatory	None
MSPO4002	Leading & Managing People	20	Mandatory	None
MSPO4011	Theory & Context of Outdoor Education	20	Mandatory	None
MSPO4012	Current Issues in Learning & teaching in Outdoor Education	20	Mandatory	None
MSPO4009	Professional Placement	40	Mandatory	None
MSPO4010	Dissertation	60	Mandatory	MSPO 4001

PGDip Sports Coaching Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSP04001	Research Methods	20	Mandatory	None
MSP04002	Leading and Managing People	20	Mandatory	None
MSP04005	Entrepreneurship in Sport	20	Mandatory	None
MSP04006	Sport Marketing and the Environment	20	Mandatory	None
MSP04009	Professional Placement	40	Mandatory	None

PGDip Sport and PE Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSP04001	Research Methods	20	Mandatory	None
MSP04002	Leading and Managing People	20	Mandatory	None
MSP04007	International Perspectives in Sp and PE	20	Mandatory	None
MSP04008	Current Issues in L&T in Sp and PE	20	Mandatory	None
MSP04009	Professional Placement	40	Mandatory	None

PGDip Outdoor Education Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSP04001	Research Methods	20	Mandatory	None
MSP04002	Leading and Managing People	20	Mandatory	None
MSP04011	Theory and Context of Outdoor Education	20	Mandatory	None
MSP04012	Current Issues in L&T in Outdoor Education	20	Mandatory	None
MSP04009	Professional Placement	40	Mandatory	None

PGCert Sports Coaching Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
Choose 60 credits from the following.				
MSP04002	Leading & Managing People	20	Optional	None
MSP04003	Philosophy & Practice of Sports Coaching	20	Optional	None
MSP04004	Scientific Concepts of Sports Coaching	20	Optional	None
MSP04009	Professional Placement (40 credit version)	40	Optional	None
MSP04013	Professional Placement (20 credit version)	20	Optional	None

PGCert Sports Management Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
Choose 60 credits from the following.				
MSP04002	Leading and Managing People	20	Optional	None
MSP04005	Entrepreneurship in Sport	20	Optional	None
MSP04006	Sport Marketing and the Environment	20	Optional	None
MSP04009	Professional Placement (40 credit version)	40	Optional	None
MSP04013	Professional Placement (20 credit version)	20	Optional	None

PGCert Sport and PE Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
Choose 60 credits from the following.				
MSP04002	Leading and Managing People	20	Optional	None
MSP04007	International Perspectives in Sp and PE	20	Optional	None
MSP04008	Current Issues in L&T in Sp and PE	20	Optional	None
MSP04009	Professional Placement (40 credit version)	40	Optional	None
MSP04013	Professional Placement (20 credit version)	20	Optional	None

PGCert Outdoor Education Award Map

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
Choose 60 credits from the following.				
MSP04002	Leading and Managing People	20	Optional	None
MSP04011	Theory and Context of Outdoor Education	20	Optional	None
MSP04012	Current Issues in L&T in Outdoor Education	20	Optional	None
MSP04009	Professional Placement (40 credit version)	40	Optional	None
MSP04013	Professional Placement (20 credit version)	20	Optional	None

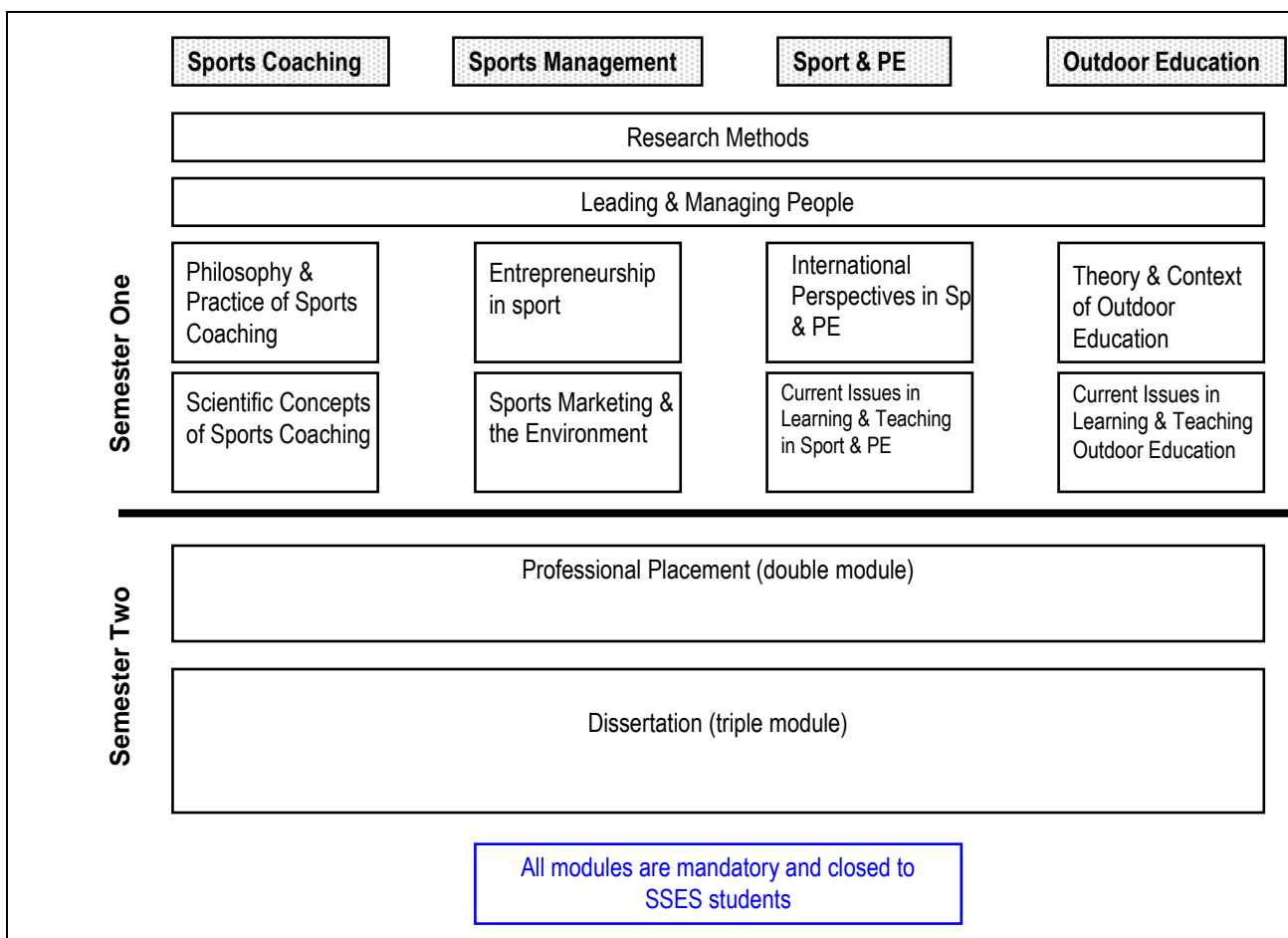


Figure 1: Outline of MSc Sports Coaching, Sports Management, Sport and Physical Education and Outdoor Education

16 QAA Academic Infrastructure

Benchmark Statements

There are currently no benchmark statements for sports related Masters courses.

The Framework for HE Qualifications

The programme is compliant with the framework for HE qualifications. It has been developed following the Descriptor for a qualification at Masters (M) level: Masters degree (National Qualifications Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The programme aims are mapped onto the NQFHE descriptors to ensure alignment with the descriptors (Appendix 005).

A full copy of the above document can be found by visiting the QAA website: <http://www.qaa.ac.uk/>

Appendix 002 and 003 illustrate where programme aims and intended learning outcomes align with NQFHE M level descriptors

QAA Code of Practice for Placement Learning

The Institute has responded to the QAA Code of Practice by the development of two separate Placement Guides: one for students and one for employers, which respond to each of the precepts in the code.

Other QAA Codes of Practice

This course proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities. Full copies of the above documents can be found by visiting the AQU website: <http://www2.worc.ac.uk/aqu/>

17 Support for students

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

- **Sports Coaching, Sports Management, Sport & Physical Education and Outdoor Education** students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, pre-module learning activities, Personal Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- One day induction course.
- Student Handbook (published on an annual basis).
- All students have a personal tutor who guides the process of Personal Development Planning (PDP) and offers general support.
- Library induction and information skills packages.
- The Information Learning Service also provides training.
- Study skills provided within the subject and separately by the Equal Opportunities Centre.
- Opportunities to study abroad (optional).
- Students supported by Information learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- Student Advice Bureau.
- Student Information and Guidance Centre.
- The University's International office offers support to overseas students.
- The Language Unit provides English Language courses for International Students.
- Access to the Disability and Dyslexia Service.

18 Admissions policy, criteria and procedures

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

Students will normally have a 2:1 classification in a sport related degree. Students who hold a sport-related degree classification of 2:2 or below or, a non-sport related degree will be considered on a case by case basis and may be required to submit a portfolio of evidence to demonstrate coaching/physical education/outdoor education and sports management experience

All applicants will be interviewed.

Due to the nature of the programme, all students must complete a criminal records bureau enhanced disclosure check prior to acceptance.

Accreditation of Prior Learning

Candidates with an acceptable academic background and/or relevant work experience may apply for Accreditation of prior learning (APL) and experience (APEL). It is advisable for candidates to discuss this with the Course Leader initially. The programmes follow the UW Policy for Accreditation of Prior Learning (2007).

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

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

- The course leader will be appointed from within the Institute of Sport & Exercise Science
- Annual review of the quality of the subject.
- External Examiner reports.
- Each module provides opportunities for student evaluation (mid module and end of module)
- Course (staff/student) committee considers student feedback.
- Departmental staff and student consultative committee considers generic student issues.
- University Learning, Teaching and Student Experience Committee and the Learning and Teaching Centre 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 Tutor Feedback

- External Examiners comments have included
 - *“The work was rigorously and fairly marked and appropriately graded. Amongst the samples scrutinised there was also some work worthy of a high merit grade which was pleasing for both students and staff”*
 - *“The work placement module is an innovative inclusion in the programmes and it is clear that the students benefited from the experience”*
 - *“The assessments set were well matched to the programme learning outcomes and the staff set up clear criteria and useful feedback templates... There was ample evidence of rigorous moderation/second marking”*
 - *“The team have clearly committed time and effort to teaching, mentoring and assessing this cohort of students”*

20 Regulation of assessment

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 50% 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.
- Some modules have attendance requirements
- 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 50% 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment

opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The Institute of Sport & Exercise Science was audited as part of this process. The Institute audit concluded that student support mechanisms are strong, external examiners are positive about quality and standards and the Institute has effective procedures for quality management and enhancement.

The following quality management and enhancement mechanisms are indicative of the Institute's commitment to the maintenance of high standards:

- Internal Annual Course Evaluation reports
- Annual External Examiners reports
- QAA Code of Practice
- Periodic Review
- FHEQ
- The University of Worcester holds the Investors in People kite-mark which was renewed in July 2008
- HEFCE performance indicators, especially with respect to completion and achievement
- Relevant Staff research

22 Employability and graduate destinations

Upon successful completion of the Masters Programme, there may be opportunities for students to gain first employment, promotion within their own organisation, gain international employment or move to a senior management position in other

organisations. The Masters also provides a platform to other research/higher degrees in sport and promotion in other professional organisations. The completion of the Masters may also provide students with the ability to enhance their current working practices. Completion of this Masters degree also enables interested students to pursue higher level research qualifications.

MSc Sports Coaching

A graduate of the MSc will develop knowledge, skills and critical thinking to enable a positive contribution in a sports or business career. The purpose of the MSc 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.

An MSc in Sports Coaching will provide students 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

MSc Sports Management

The MSc in Sport Management is designed to enhance the student's personal career, whether this is for existing employment, or helping to open up new sport career pathways. The programme can develop more specific sport management disciplines, particularly in relation to marketing and leadership, or it can be used in a more general manner, as a base to develop new, or support existing entrepreneurial enterprises. In terms of more specific areas of sport employment, it is of particular relevance for people interested of involved in sport facility management (public, voluntary and private), sport research, sport development and sport business enterprises. It also encourages students to look at the career opportunities not only in a domestic setting, but increasingly in a global context.

MSc Sport and Physical Education

The key focus of the sport and physical education strand of the MSc programme is to enable the student to engage in serious evidence based critical debate about sport pedagogy and the teaching of physical education. Consequently, the programme can be used by students to investigate current issues relating to learning and teaching, delivery and management of a sport and PE curriculum. Specific interests can be directed towards physical activity and health, inclusion, Gifted and Talented and the role of Institute Sport partnerships and move the student towards developing their current career, management and curriculum development, work in the advisory

sector of an Local Education Authority or establishing a new career in these areas. The research nature of this course encourages students to engage in topical issues often through an action research approach which is a good preparation for careers that are concerned with the development of sport and PE including work with Youth Sport Trust and Sport England.

MSc Outdoor Education

The outdoor sector is worth about £1.4 billion to the UK economy and employs over 50,000 people within 5 component areas: recreation; education; exploration & expeditioning, development training and sports development (SkillsActive 2005). The Institute for Outdoor Learning provides representation for the sector at Governmental level as well as a forum for developing good practice and encouraging collaboration between academics and practitioners.

The MSc provides professional development for existing practitioners as well as a career bridge for those wishing to move into Outdoor Education. Posts currently requiring MSc include: lecturers, research posts, some management posts and high-end facilitators. Posts for which an MSc is a significant asset include: all management and senior posts; outdoor facility managers, teachers and youth workers, expedition leaders, facilitators, field study tutors, outdoor therapists, development officers and offsite advisers.

In addition the MSc provides professional development for practitioners who wish to develop a greater understanding of the sector in order to develop their own professional practice. This addresses a significant issue within many outdoor companies where senior staff are promoted because of their abilities, but may lack the underpinning theory or experience of a range of providers. With the continued professionalisation of the outdoor sector it seems likely that effective managers will need the knowledge base and higher level skills necessary for strategic decision making.

Modules within the Masters Programme 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, Institute for Outdoor Learning, the British Association of Sport & Exercise Sciences, British Association of Advisers and Lecturers in Physical Education, Physical Education Association of the United Kingdom, 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 Group (SEG), 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 the module outlines and Section 3 of the course handbook. The accuracy of the

information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- Student Handbook (reviewed annually)
- UW web site: <http://www.worcester.ac.uk>

APPENDIX 001

MSc Sports Coaching, Sports Management, Sport & Physical Education and Outdoor Education Educational Aims' of the Programme Developed by Module

It should be noted that these aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

Module Code	Module Title	A	B	C	D	E	F
MSPO4001	Research Methods	✓	✓✓	✓✓	✓	✓	
MSPO4002	Leading and Managing People	✓	✓		✓	✓	
MSPO4003	Philosophy and Practice of Sports Coaching	✓	✓		✓	✓	
MSPO4004	Scientific Concepts of Sports Coaching	✓	✓		✓	✓	
MSPO4005	Sports Entrepreneurship	✓			✓	✓	
MSPO4006	Sports Marketing and the Environment	✓	✓		✓	✓	
MSPO4007	International Perspectives in Sport & Physical Education	✓	✓		✓	✓	✓
MSPO4008	Current Issues in Learning & Teaching in Sport & Physical Education	✓	✓		✓	✓	
MSPO4009	Professional Placement	✓			✓	✓✓	✓
MSPO4010	Dissertation	✓	✓✓	✓✓		✓	✓
MSP04011	Theory and Context of Outdoor Education	✓	✓		✓	✓	
MSPO4012	Current Issues in Learning & Teaching or Outdoor Education	✓	✓		✓		✓
MSPO 4013	Professional Placement (20 credit version)	✓			✓	✓✓	✓

A double ✓✓ indicates a particularly strong emphasis/focus on the aim.

APPENDIX 002

**MSc Sports Coaching, Sports Management, Sport & PE and Outdoor Education
Mapping Aims, Learning Outcomes, Modules and Teaching, Learning and Assessments**

	Educational Aims (Guiding principles)	Learning outcomes (What has to be achieved)	Examples of teaching, learning and assessments Methods (How they are delivered and achieved)
Knowledge and understanding	A. Enable students to 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 a stimulating, multi and interdisciplinary, student centred learning environment	2. identify, analyse and critically reflect upon appropriate theory and contemporary issues in sports coaching, sports management, sport & physical education or outdoor education	<p>Structured lectures, seminars, student discussion groups, problem based learning encouraging a multi/interdisciplinary perspective, live projects.</p> <p>Use of case study approach / business plan / action research project in each pathway (e.g. MSPO 4003, MSPO 4004, MSPO 4005; MSPO 4008; MSPO 4011, MSPO 4012) to contextualise theory and practice and encourage an multi/interdisciplinary approach</p> <p>Use of scenario based case studies. Use of guest speakers to help add depth and ‘real’ world insights.</p> <p>Variety of assignments methods (see appendix for examples of the variety).</p>
		3. appreciate and critically reflect upon current problems or new insights in sports coaching, sports management, sport & physical education or outdoor education	
Knowledge and Understanding	B. Enable students to develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship	4. identify, analyse and critically reflect upon a wide range of observational and scientific methods or techniques applicable for applied research or advanced scholarship in sports coaching, sports management, sport & physical education or outdoor education	<p>Structured lectures, literature searching and reviewing, staff/students discussions; practicals, scenario based case studies.</p> <p>Analysis of techniques for research or advanced scholarship in core modules (MSPO 4001, MSPO 4010) and other modules (MSPO 4004, MSPO 4008)</p>

Cognitive and Intellectual Skills	C. provide the opportunity to 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	5. demonstrate an in depth understanding and application of appropriate research methods	Structured lectures, seminars, computer based sessions (SPSS), independent research work, literature searching and reviewing. Development of Research Proposal in core module (MSPO 4001) Dissertation (MSPO 4010)
		6. design, implement and evaluate a personal research project in a contemporary area of sports coaching, sports management, sport & physical education or outdoor education, demonstrating critical analysis of the research process, appropriate research methods and the analysis, interpretation and dissemination of data	
Cognitive and Intellectual Skills	D. enable students to utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively, solve problems and communicate their conclusions clearly	7. critically analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sports coaching, sports management, sport & physical education or outdoor education and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences	Problem based learning, case study scenarios and seminars encourage students to think systematically and creatively to resolve problems. Analysis of the perspectives, values or strategies of sports practitioners together with theory to deal with complex issues and solve problems (MSPO 4003, MSPO 4005, MSPO 4007, 4011, 4012) Action Research based projects (MSPO 4008) Multi/Interdisciplinary Case Study requiring students to analyse the needs of athletes and solve problems regarding performance enhancement (MSPO 4004) As students progress through their research proposal and Dissertation development, they will be required to deal with complex issues relating to research design, methods and data collection systematically, creatively and with self-direction and originality.
		8. demonstrate self direction and originality in identifying needs, analyzing needs, formulating solutions and evaluating strategies within the context of sports coaching, sports management, sport & physical education or outdoor education	
Key Skills	E. enable students to further develop their key and vocational relevant skills and independent learning ability required for	9. demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks	Throughout the course students will have opportunities to develop their self-reflection, personal responsibility and independent autonomous approach to learning

continuing professional and personal development	10. make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly	through structured lectures and seminars with staff, formative assessment tasks and planning, prioritising and undertaking assessments. The students' completion of a Professional Placement and reflective portfolio both form a key learning and assessment method in the development of ILO's 8, 9, 10 and 11. 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 (MSPO 4009).
	11. develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner	
	12. demonstrate critical self-assessment of key and vocational skills in either sports coaching, sports management, sport & physical education or outdoor education	
F. provide an opportunity for students to engage in and experience international academic study and employment and further develop professional skills required to meet the challenges of the global, knowledge-based economy	13. have the opportunity to appreciate and critically reflect upon foreign cultures and philosophies through study and/or employment abroad.	Students have the opportunity to complete an international professional placement and an Dissertation with an international comparative focus and obtain an International MSc Award.

Footnote:

The following notes can be used to help inform the reader of the basic approach and conceptual understanding of the programme:

- Aims are written as general statements which inform the direction of the programme, set the general philosophy (the aspirational element to them) and provide structure for the leaning outcomes (cascade principle). It should be noted that aims do not necessarily need to be explicitly measurable, but they should guide the learning outcomes, which should be more specific and measurable.
- As a rule of thumb aims should be no more than 4-6 and cross referenced with the appropriate QAA benchmark statements.
- Learning outcomes need to have a measurable quality and an appropriate active verb and context (Bloom's taxonomy is used as a key guiding principle).

- The structure of the learning outcomes are based around the key categories (as recommended by the QAA and other literature) of: Knowledge and understanding; Intellectual & cognitive skills; Subject specific/vocational or professional skills; Key skills. A benchmark for the number of outcomes is usually between 20-26 outcomes.

The QAA note the importance that the various benchmark statements which are available are used for guidance not simply copied into the programmes. This is why the learning outcomes do not always simply follow the statements listed, but have been adapted and synthesised in the context of the outcomes which are felt to be appropriate for this MSc programme.

APPENDIX 003

**MSc Sports Coaching, Sports Management, Sport & Physical Education and Outdoor
Education
Learning Outcomes Matrix**

<i>Module</i>	1	2	3	4	5	6	7	8	9	10	11	12
MSPO 4001	✓	✓	✓	✓	✓	✓	✓	✓	✓			
MSPO 4002	✓	✓				✓	✓	✓	✓			
MSPO 4003	✓	✓				✓	✓	✓	✓	✓		
MSPO 4004	✓	✓	✓	✓		✓	✓	✓	✓			
MSPO 4005	✓	✓					✓	✓	✓			
MSPO 4006	✓	✓				✓	✓	✓	✓			
MSPO 4007	✓	✓	✓	✓		✓		✓	✓			
MSPO 4008	✓	✓	✓			✓	✓	✓	✓			
MSPO 4009	✓	✓				✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓
MSPO 4010	✓	✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓		✓✓
MSPO 4011	✓	✓	✓			✓	✓	✓	✓			
MSPO 4012	✓	✓	✓			✓	✓	✓	✓			

APPENDIX 004

MSc Sports Coaching, Sports Management, Sport & Physical Education and Outdoor Education Assessment Methods Matrix

Module	Report	Individual Pres	Project	Business Plan and presentation	Written Review	Case Study/Project	Research Proposal	Folder/Portfolio/ Journal	Data Handling Assignment	Dissertation
MSPO 4001							50		50	
MSP0 4002	100									
MSPO 4003		30				70				
MSPO 4004						100				
MSPO 4005	50			50						
MSPO 4006	100									
MSPO 4007	70				30					
MSPO 4008		30	70							
MSPO 4009	30							70		
MSPO 4010										100
MSPO 4011			60			40				
MSPO 4012						100				
MSPO 4013	20							80		
Business School Modules										
MMS 4001	50/50									
MMS 4002	100									

Figures indicated are assessment weighting percentages.

APPENDIX 005

**MSc Sports Coaching, Sports Management, Sport & Physical Education and Outdoor Education
Mapping of ISES MSc Programme Aims to FHEQ (2001) M Level descriptors**

<p>NQF M Level Masters degrees are awarded to students who have demonstrated:</p>	<p>ISES MSc programmes In the field of sports coaching, sports management, sport & physical education and outdoor education, the programme aims to:</p>
<p>a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p>	<p>A. enable students to 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 a stimulating, multi and interdisciplinary, student-centred learning environment</p>
<p>a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p>	<p>B. enable students to develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship</p>
<p>originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p>	<p>C. provide the opportunity to 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</p>
<p>conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> • evaluate critically current research and advanced scholarship in the discipline, • evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 	<p>C. provide the opportunity to 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</p>
<p>Typically, holders of the qualification will be able to</p> <ul style="list-style-type: none"> - deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; - demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; - continue to advance their knowledge and understanding and to develop skills to a high level 	<p>D. enable students to utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively and communicate their conclusions clearly</p>

<p>And will have the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations; and • the independent learning ability required for continuing professional development 	<p>E. enable students to further develop their key and vocational relevant skills and an independent learning ability required for continuing professional and personal development</p> <p>F. provide an opportunity for students to engage in and experience international academic study and employment and further develop professional skills required to meet the challenges of the global, knowledge-based economy</p>
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