Programme Specification for PG Cert Sports Coaching

This document applies to academic year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	PG Cert
5.	Programme title	Sports Coaching
6.	Pathways available	NA
7.	Mode and/or site of delivery	Block delivery of standard taught programme including blended/distributed learning approaches and some online learning at UW and approved offsite locations.
8.	Mode of attendance and duration	Part Time- weekdays and weekends across semester. The duration of each course will always meet total learning hours, but attendance days/hours may vary to meet the demands and availability of each cohort
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Masters Degree Characteristics Statement 2020
11.	Date of Programme Specification preparation/ revision	April 2019. August 2019, AQU amendments to Section 19. August 2020 general updates and AQU amendments. December 2020 - School amendments.

12. Educational aims of the programme

The course is primarily aimed at sports coaches and those either working, or intending to work, in areas of the industry relating to the deployment and/or development of coaches. The course would also be useful for physical education teachers and for students wishing to progress to Masters Awards or indeed Postgraduate research degrees in the field of sports coaching.

The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinnings.

The course aims will enable students to:
1. 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, in a stimulating, multi and interdisciplinary, student-centred learning environment;
2. 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;
3. utilise their advanced knowledge and understanding of sports coaching to deal with complex issues systematically and creatively, problems and communicate their conclusions clearly;
4. 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;

The relationship between the course aims, learning outcomes, modules and learning, teaching and assessments are mapped out in the Course Handbook.

The uniqueness of this course can be found in the range of theoretical underpinning of the course which comprises learning, pedagogic, leadership and sociocultural theories. Uniqueness can also be found in the commitment to highly bespoke assessment-by-portfolio.

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, 2020 and adapted according to the needs of this particular course.

The learning outcomes for the PG Cert Sports Coaching are as follows:

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Identify, analyse and critically reflect upon appropriate theory and contemporary issues in sports coaching	MSPO4271
2.	Appreciate and critically reflect upon current problems or contemporary insights in sports coaching	MSPO4271

Cognitive and Intellectual skills		
3.	Critically analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sports coaching and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences	MSPO4271
4.	Demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of sports coaching	MSPO4271

Skills and capabilities related to employability		
5.	Demonstrate the ability to plan for, and critically reflect upon, effective learning environments in a range of contexts	MSPO4271
6.	Demonstrate the ability to assimilate practical and theoretical information from a range of disciplines and critically apply that information to coaching practice in order to enhance athlete development and performance	MSPO4271

Transferable/key skills		
7.	Demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks	All modules
8.	Make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly	All modules
9.	Develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner	All modules

10.	Demonstrate critical self-assessment of key and vocational skills in sports coaching	All modules

Learning, teaching and assessment

The course emphasises a learning experience that is meaningful, active, reflective, collaborative and creative. These principles are practised through working methods and outcomes reflected in the range of assessments and subject matter requiring critical analysis and reflective activities. Lectures, seminars and tutorials will be used extensively, but, in addition, a great deal of participants' time will be spent in small groups and workshops, involving, for example, discussion of case studies, simulation exercises, and preparation for assessments. Additionally, the private study demands on this type of course are considerable.

The teaching and learning approach of the course combines different pedagogic approaches with recent advances in learning technology. Examples of pedagogic approaches include Opportunities for Exploration, action learning, and independent learning. Learners will acquire a toolkit of diverse and complex skills and knowledge necessary for their development as a creative organizational change agent. Student-centered self-support groups, both face-to-face and/or via virtual contact, will be used throughout the course. There are thus a variety of pedagogic approaches in which the focus of the learning is experiential to enable consideration of practice and evaluation during workshops and other face-to-face opportunities, and to use online technology and related facilities for knowledge acquisition and research.

The course offers opportunities for collaborative learning both in face-to-face groups and online where there is use of collaborative learning tools such as discussion boards, blogs and wikis. Some may be facilitated by lecturers, other staff or even by our industry partners. Others may be initiated and run by students (peer-managed). These tools offer considerable opportunities to learn from others in the group and extend the learning experience beyond the boundaries of the formal session.

The teaching strategy will be eclectic enabling the learner to gain the necessary underpinning theoretical knowledge and research that will enable active exploration, reflection and critical evaluation of own perceptions and knowledge. This approach develops the ability to become an autonomous and self-directed learner. This means the learner will be confident of their capabilities as an independent learner and researcher and able to manage their own learning in line with a busy work schedule. This skill-set will be used to develop a depth and breadth of subject-matter knowledge, reflecting and analysing the implications of this towards understanding of innovation and the changing global sport context, and applying this new understanding in practical situations accordingly.

Action learning involves the use of 'real-life' problems and scenarios; these will be integrated into the workshops and other face-to-face sessions. This flexible process allows action, improvement and change together with relevant research to be achieved at the same time. Each learner will gain knowledge and understanding which will allow change to be processed in an informed way, and similarly, understanding will be further informed by that change. This process of learning can be replicated in the workplace to help and enable transference of learning and is self-developmental and reflective in nature.

The Professional Placement module is optional and when taken as part of an award comprises a 30-credit module (MSPO4270; 100 hours placement activity) and encourages students to make an in-depth self-critical assessment of their practice whilst also developing lifelong critical reflective skills. We support reflective learning in an applied setting, allowing students to 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. Placements are identified in the main by postgraduate students, although the School has an extensive network of contacts and links that can assist in the securing of appropriate opportunities. The majority of current professional students will cite their placement activity

within their current place of work and normally use it to further develop their effectiveness and/or implement new initiatives identified by themselves in discussions with their employers.

On completion of the PG Cert programme students should 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, written reports and case studies.

During the academic year students will have opportunities to meet with module tutors on a one to one or small group basis to discuss assessments and will meet with their personal academic tutor on at least 2 occasions to discuss academic and personal development.

Teaching
Students are taught through a combination of approaches which may include, for example, intensive weeks, interactive workshops, seminars, fieldwork, practical activities etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities.

Contact time
The PG Cert is a flexible and bespoke programme where the exact pattern of total contact time is always agreed before the start of each cohort. For each PG Cert, students complete two 30 credit modules., and total learning hours per module equate to 300 hours.

Typically, for a part-time student, this course is delivered on a monthly contact basis where learners will have one study day (7 hours) per month over a period of six months - 6 x 7 hours contact time per module (42 hours per module equivalent) and will be expected to engage with guided independent study of around 6.25 hours per week. The weekly breakdown of these independent study hours for preparatory and consolidation tasks will be sent to students following each monthly contact. The independent study hours are usually broken down into specific tasks and readings to consolidate learning from the last session and to prepare for the next session. Students are also expected to read and prepare for assessments.

This course may be delivered in a number of ways - two examples are provided here but there are a wide range of combinations that would be acceptable and would fit with this Programme Specification.

Example 1
In this example, the PG Certificate course will be delivered via monthly contact. Typically, for the first module (Athlete and Coach Learning- 30 credits) learners are required to attend for 6 face to face sessions here at The University of Worcester during the first six months of the programme. This will then be followed by the delivery of the second module which comprises one face to face session before the completion of 100 Professional Placement Hours.

Either **Friday- 1pm-8pm (7 hours)** or **Saturday 9am-4pm (7 hours**) each month for the period January- June and then Placement Module by case by case agreement (June-September).

Athlete and Coach Learning Module: (Total 300 learning hours)

Face to face contact:	7 hours x 6 months	42 hours
Guided Independent study:	6.25 hours x 24 weeks	150 hours
Preparation of Assessments:	reading/planning	108 hours

Professional Placement: (Total 300 learning hours)
Face to face contact:	8 hours x 1 month	8 hours
Work Placement:	Coaching	100 hours
Independent study	8.25 hours x 12 weeks	100 hours
Preparation of Assessments:	Reading/tasks/planning	92 hours

Example 2
In this example, the PG Certificate course is delivered via weekly contact across two Semesters. Typically, part-time learners will study one module at a time and are required for 12 face to face sessions per module here at the University of Worcester.

Athlete and Coach Learning Module: (Total 300 learning hours)
Face to face contact:	4 hours per week x 12 weeks	48 hours
Guided Independent study:	12 hours per week x 12 weeks	144 hours
Preparation of Assessments:	reading/planning etc	108 hours

Leaders in Sport: (Total 300 learning hours)
Face to face contact:	4 hours per week x 12 weeks	48 hours
Guided Independent study:	12 hours per week x 12 weeks	144 hours
Preparation of Assessments:	reading/planning	108 hours

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics with research and applied experience, and postgraduate students. In addition, you can expect to receive sessions with guest lecturers who are currently engaged in Sport Coaching activities outside of the university.

Teaching is informed by research and consultancy, and the majority of lecturers on the course hold PhD's and have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles. https://www.worcester.ac.uk/discover/sport-meet-our-experts.html.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments in each module studied.

MSPO4271 is the mandatory module and is assessed via a portfolio with the detailed content agreed in advance by the Tutor.

Each optional module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade. Assessment methods include a range of coursework assessments such as essays, reports, portfolios, performance and presentations. The precise assessment requirements for an individual student in an academic year will vary according to the course and modules selected.

14. **Assessment strategy**
The underpinning philosophy of all the assessments is developmental, enhancing current knowledge, expertise and capabilities towards each individual being an able and confident leader and manager. Each learner will receive regular and constructive feedback from the academic team, peers, and, where appropriate, industry professionals. There will be support in the use and integration of this feedback as part of professional and self-development, and this active guidance will help to plan the next stages of the learning journey. This opportunity for supported self-reflection will enable each student to take charge of their own learning through the development of critical evaluation, reflection and planning skills.

To facilitate and maximise learning, a range of assessment methods are used throughout the programme. They are all rooted in authentic and practical scenarios to enable learning

to be transferred to the professional environment, and for each learner to demonstrate their developing skills and abilities. Assessments include individual written assignments, professional reports, oral presentations, creative design tasks and e-communication submissions. Each student will emerge a more informed, confident, communicative and engaging individual ready for the next life challenge within the global sports sector.

The learning and teaching environment includes interactive seminars, workshops and independent and group study tasks, with students gradually required to take control of their learning in a more independent manner as they progress throughout their course. An optional period of professional work-based learning is included within the course whereby students are required to apply their knowledge and skills to an applied setting.

Assessments test both students' theoretical knowledge and application of that knowledge to real-world situations.

Marking criteria are provided with all assignment briefs upon commencement of each module. In addition to summative assessment tasks, a range of formative tasks (which will include online group/individual tasks and tutorials) will provide the opportunity for students to receive feedback on their progress.

15. Programme structures 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.

Typically, the full-time mode is completed within one year.

The award requires students to successfully complete two modules to total 60 credits at Level 7 of the Taught Courses Regulatory Framework. Each module is worth 30 credits.

Students may wish to progress on to the MSc Sports Coaching which requires the successful completion more modules to reach a total of 180 credits, (90 ECTS) at Level 7 including a minimum of 60 credits for the Sport Research Project (See Award Map below for modules and credit values required for each award)

Level 7
The key defining characteristic of work at postgraduate level is that it is informed by issues and insight at the forefront of the discipline, field or area of research and professional practice.

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".

The predominant principle underpinning the organisation and timetabling of the course will be to flexibly design the best possible package for the cohort in question. This may mean the course looks very different from year-to-year in terms of the delivery patterns of the modules across the semesters. Depending on the status and availability of the cohort, weekday evenings, weekends, study blocks and blended learning will be utilised to create the best possible package for the students. Whilst it is inevitable that no package will ever suit every student perfectly, the module team is committed to ensuring that ever endeavour is invested in creating the most flexible offer possible.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)		
			PG Cert	PG Dip	MSc
MSPO4271	Athlete and Coach Learning	30	M	M	M
MSPO4265	Leading People in Sport	30	O	M	M
MSPO4273	Contemporary Issues in Sports Coaching	30	O	M	M
MSPO4270	Professional Placement	30	O	M	M
MSPO4276	Sports Research Project	60	-	-	M
	Total Credits		60	120	180

Students registered on to the PG Cert Sports Coaching must successfully complete 60 credits at Level 7 from the modules in the above table.

Students progressing onto the PG Dip Sports Coaching must successfully complete a further 60 credits to complete a total minimum of 120 credits at Level 7. MSPO4271 (Athlete and Coach Learning) must comprise 30 of these 120 credits.

Professional Practice
The optional Professional Placement module contributes to the awards and encourages students to make an in-depth self-critical assessment of their practice whilst also developing lifelong critical reflective skills. We support reflective learning in an applied setting, allowing students to 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. Placements are identified in the main by postgraduate students (in some cases, contacts within the School are used to help a student struggling to find a placement opportunity). The majority of current professional students will cite their placement activity within their current place of work and normally use it to further develop their effectiveness and/or implement new initiatives identified by themselves in discussions with their employers.

16. **QAA and professional academic standards and quality**

This award is located at level 7 of the FHEQ.

The Framework for HE Qualifications
The course has been developed with reference to the UK Quality Code for Higher Education ensuring that the qualification represents appropriately the level of achievement required for Masters courses. A full copy of the above document can be found by visiting the QAA website: *FHEQ qualification descriptor;* QAA Masters Degree Characteristics Statement 2020

The course takes into account the QAA Masters Degree Characteristics Statement 2020 that specifies the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes.

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, Opportunities for Exploration, pre-module learning activities, Personal Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- Induction event
- 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.
- Library induction and information skills packages;
- The Information & Communication Technology Service provides training and can assist with all technology questions http://www.worc.ac.uk/ict/; study skills provided within the subject, and separately by Student Services. The Disability and Dyslexia Service within Student Services provides specialist support on a one-to-one basis. In addition, Student Services specifies appropriate arrangements that can be made for students with disabilities
- Opportunities to study/travel abroad (optional);
- Students supported by Library Services (Library, IT, Media and Print) http://www.worcester.ac.uk/library;
- The University's Careers Service provides training opportunities for career planning;
- Firstpoint (http://www.worcester.ac.uk/your-home/firstpoint.html) and Student Services (https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx) to answer all queries related to student life.
- The University's International office offers support to overseas students via Firstpoint; The Language Centre provides English Language courses for International students.

18.   Admissions

Admissions policy

The University aims to be accessible. It is committed to widening participation and encouraging diversity in the student population. The School of Sport and Exercise Science works closely with central student support services including the Admissions Office and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

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 degree classification in either a sport management, sport development/coaching or business discipline.

Students who hold a relevant degree classification of either 2:2 (or below), or, a non-related degree will be considered on a case-by-case basis and may be required to submit a portfolio of evidence to demonstrate experience of work within the field. Applicants should be able to demonstrate academic capability for study at this level and strong interest and commitment in the relevant disciplines.

In the event of students completing their period of Professional Practice in an environment where they may be working with children or vulnerable adults, they will be required to follow their home country procedures for Disclosure Barring Service enhanced disclosure checks and they must provide this evidence to University of Worcester staff prior to acceptance.

Any applicants whose first language is not English or who has not been educated wholly or mainly in the medium of English must reach a minimum IELTS score of 6.5 (or equivalent in an approved test in English) or otherwise demonstrate that they have an adequate command of both written and spoken English before starting the course.

See Admissions Policy for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements
Enhanced disclosure may be required for the course, depending on the placement-related options the student chooses.

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
Potential students should apply directly via the Registry at the University of Worcester. Given the potentially diverse backgrounds of applicants with a sport or related degree qualification, all will be interviewed in order to ascertain their suitability for the course. For overseas applicants a telephone/video interview will be required if they are unable to travel to the University of Worcester.

Admissions/selection criteria
Prospective students may contact the course leader for further information and guidance on suitability for the course. Some candidates may be required to complete a brief assignment to demonstrate suitable level of academic writing. In all circumstances, the following criteria will guide acceptance to the course:

- strong knowledge in the field of sport or related subject suitable for Masters level academic work;
- evidence of engagement with professional and academic literature/publications relevant to Continuing Professional Development;
- ability to manage self, learning and professional duties where applicable;
- a good communicator;
- evidence of ability to manage work independently;
- proven track record of dealing with complex and multi-disciplinary issues relevant to the chosen subject area.

Additional costs associated with the course:
Any other additional costs associated with the course will be notified to applicants prior to commencement of study.

Please contact the Registry Admissions Office for further information or guidance on +44 (0)1905 855111.

19.   **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 7 days (one week) 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 7 days (one week) 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 please see the 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 in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, including MSPO4271

PG Cert and PG Dip awards are unclassified.

20. **Graduate destinations, employability and links with employers**

Graduate destinations
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 Master's Degree in Sports Coaching from this award.

Student employability

The courses prepare students for future employment, and allow those who are already employed to further develop their professional practice. The development of employability skills and attributes is embedded throughout all elements of the modules and in particular the Professional Placement 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 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 Football Association, Sports Coach UK, England Hockey, British Gymnastics, the British Equestrian Federation, Worcestershire County Cricket Club, British Rowing, Cheltenham College, British Cycling and Worcester Warriors Rugby Football Club.

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 e.g. course handbooks, module outlines and module specifications.