

**The University of Edinburgh**  
**The Moray House School of Education**  
**School Postgraduate Studies Committee**

20/11/13

**Proposed MSc Sport Coaching & Performance (Online)**

Brief description of the paper

Four documents are included for the committee's consideration:

1. The proposers' responses to the validation panel's comments
2. Proposal for MSc Sport Coaching & Performance
3. Programme Specification for Sport Coaching & Performance
4. Course documents including DPT and Course Descriptors

Action requested

To review the documentation and consider approval of the proposed MSc so that it can be considered at College level.

Resource implications

Does the paper have resource implications? Yes

These are detailed in Proposal Document in Section 5 (P.8) and Programme Specification in Section 16 (P.11)

Risk assessment

Does the paper include a risk analysis? Yes

This is detailed Proposal Document in Section 5 (P.11 Equality and diversity)

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Christine Nash, Course Proposer



The Moray House School of Education  
The University of Edinburgh

Validation of MSc in Sports Coaching (Online)

### Response to Conditions

We would like to extend our thanks to the validation panel for their helpful suggestions and comments to ensure the currency and quality of this proposed programme. We especially welcome the views of the two external reviewers, Pam Richards and Steve McQuaid, on recognising the innovative and unique nature of the course.

We have responded to the conditions on this sheet and also highlighted where the changes were made in the documents, if appropriate. We have attached two versions of each document, one with track changed marked and one without track changes.

### Conditions

<b>Condition 1</b>
The document needs to be proof read to ensure consistency of Language and Terminology and reviewed to remove any further clerical errors. Ensure the programme title is consistent throughout.
<b>Response</b>
This has been done. Much of the confusion has arisen from the historical timings of the documents. The Programme Proposal was not changed from the version passed by SPRC but aspects did change within the Programme Specifications for the validation, mainly as a result of the Demand Survey.
<b>Condition 2</b>
The Market needs to be clearly defined, specifically, "is it aimed at Coaches or Systems builders or both". Implications for programme focus and structure need to be articulated clearly. Explain the rationale for predicting such high numbers in comparison to other programmes in Sports Coaching offered at other institutions.
<b>Response</b>
The intention was to target both markets, both coaches and system builders. This has been added to Section 1 of the programme proposal document. On reflection, perhaps entitling the course 'Sport Coaching and Performance' may address all concerns. This has been amended throughout both documents. The higher numbers predicted at Edinburgh compared with other institutions reflect the following:

<ol style="list-style-type: none"> <li>1. Many other institutions have capped numbers (for example, Stirling @ 12)</li> <li>2. Very few other institutions offer ODL courses</li> <li>3. Draw of the University of Edinburgh brand worldwide</li> </ol> <p>The demand survey (Programme proposal Appendix 2) has shown that there is worldwide interest in the programme, perhaps reflecting the popularity of the online delivery, developed specifically for coaches and system builders.</p>
<b>Condition 3</b>
The cost of other similar or related Programmes at external institutions should be added to the appendix for comparison.
<b>Response</b>
These have been added and converted to GBP where necessary. Some of the programmes do not have costings for PG Certificates and Diplomas – they are classed as part-time and follow a pay per course route. This information is contained in Appendix 1 of the programme proposal document.
<b>Condition 4</b>
The terminology Online Distance Learning (ODL) and Blended Learning are used interchangeably throughout the document. These terms have different meaning and the document should be proof read to ensure that the correct term (ODL) is used throughout.
<b>Response</b>
This has been done – again, initially, there was some debate as to the format of this MSc programme, whether to use ODL or blended approach. The Demand survey has emphatically demonstrated the wish for an ODL course so the subsequent programme specifications were amended to reflect this. Both documents now clarify that this is designed to be an online (ODL) course.
<b>Condition 5</b>
The document needs to clearly state whether the Programme is Full time or Part time, as this will have costing implications. In addition, whether it is the intention to only have a September intake and clearly identify course sequence.
<b>Response</b>
This has been made clearer throughout the document. The Programme is designed to be both Full-time and Part-time and it has been acknowledged that there are funding implications associated with both modes of attendance. According to the Demand Survey there are two distinct groups of consumers; those who wish to complete quickly, often for job-related reasons, and those who wish to integrate the programme of study with current coaching commitments. A September intake would be easiest to manage, however, a September and January start may suit the needs of the learners more. The suggested course sequence has been identified within the document (See Table 1 in programme proposal).
<b>Condition 6</b>
All course and programme descriptors should be reviewed to ensure that the credits and assessment requirements (with particular reference to assessment expectations and assignment word limits) are accurate and consistent throughout. Course descriptors need to state word equivalent for non essay based assessments.

<b>Response</b>
This has been completed. Assessment expectations and assignment word limits have been added to course descriptors (Sport Coaching and Performance DPTs) and the assessment matrix (Appendix 1; Programme Specifications).
<b>Condition 7</b>
The Learning Outcomes for each course needs to be checked and in some cases re-worked to ensure that they meet SCQF Level 11 standards and use SCQF Level 11 appropriate language.
<b>Response</b>
Each course has been checked to ensure they meet Level 11 standards and language with the exception of proposed course Managing the Coaching Process. As suggested by Recommendation 2 this has been amended to reflect Level 10 standards and language and this is the first course that students will undertake on this programme.
<b>Condition 8</b>
The Course descriptors need to include Formative Feedback in keeping with the new regulations.
<b>Response</b>
Formative Feedback has been added to the course descriptors in keeping with the new regulations.
<b>Condition 9</b>
The challenge of delivering and partaking in an Online Distance Learning Course cannot be underestimated, the learning curve needs to be acknowledged and reflected in the documentation; both in regard to the programme team and ensuring readiness of students. There is a plethora of literature on preparing students for ODL. This needs to be incorporated into the documentation for the proposed programme.
<b>Response</b>
The challenge of delivering and partaking in an Online Distance Learning Course has not been underestimated and the learning curve for both staff and students has been further emphasised in the documents. For example, further information on staff support is provided in Section 5.2 in the Planning and Resources document and Section 13 in the Programme Specifications document. Student support is more clearly defined in Sections 13, 14 & 16 in the Programme Specifications document as well as in Course Descriptors.
<b>Condition 10</b>
There should be greater detail on how lectures are going to be delivered and this should be reflected in the business plan. i.e. If lectures are to be recorded, they will need to be transcribed and there are additional costs attached to this. Whatever approaches are used details need to be given.
<b>Response</b>
Lectures will not be delivered in the traditional or online manner i.e. Talking Heads. Much of the work will be delivered through online activities and interactive seminars. There will be some keynote guest lectures, ideally delivered live, but they may be recorded for those students who cannot attend live sessions. We have added a transcription cost for this; however we recognise that it is difficult to give a definitive answer to these costs. We will

endeavour to respond to all legislation that we require ensuring the quality of the student experience.
<b>Condition 11</b>
An assessment matrix needs to be added to the Course descriptor document to provide a clear overview of the range and timing of assessments. The documentation must clearly underline expectations and work load.
<b>Response</b>
The assessment matrix has been amended to include the timing of assessments. The course descriptors have been amended to include the expectations of each course. This has been added to the section entitled Study Pattern in the course descriptors.
<b>Condition 12</b>
There needs to be a clear statement detailing Students commitment. For example this could be broken down into Individual Learning and time spent actively engaging with online tutorials and assignments.
<b>Response</b>
This has been added to the course descriptors in the section entitled Study Pattern.
<b>Condition 13</b>
There should be an explicit statement that participants must have access to a coaching environment, computer access, broadband connection. Clear statement regarding costs or bench fees needs to be included.
<b>Response</b>
The statement 'The course is delivered entirely online, with no on-campus class sessions.' Is included within the section entitled 'Special Arrangements'. Also within the section entitled 'Additional Costs' the statement 'Regular access to a networked computer is required.' is included. The explicit access to the necessary coaching environment has been added to the course descriptors as well as the course documentation.
<b>Condition 14</b>
The research training and provision needs to be reflected in Course descriptors. This is inferred in the paperwork but not explicit. At present there is no evidence of research methods – only the two research methodology courses which are not intended to provide students with 'tools' to undertake empirical research.
<b>Response</b>
This is potentially problematic. As the two research methodology courses identified do not appear to equip students with necessary tools then we have decided to take an alternative approach. We have identified the existing course REDU11043 for the following reasons: <ol style="list-style-type: none"> <li>1. This course has been developed for an online uptake</li> <li>2. The approach identifies both a quantitative and qualitative approach</li> <li>3. Students are able to select research approaches most suitable to their current environment and interests</li> <li>4. The research proposal necessary for progression to a 60 credit dissertation is clearly identified</li> </ol>
<b>Condition 15</b>

There needs to be a statement that all reading material listed in course descriptors is available electronically and this needs to be confirmed with the library.
<b>Response</b>
This was confirmed prior to the validation event and has been further confirmed by the library in attached document. See programme proposal Appendix 3 for list. If more copies are required this can be done in October 2013.
<b>Condition 16</b>
The statement regarding Progression to Masters, on page 8 of the Programme specification document should be amended to reflect University Post Graduate Regulations.
<b>Response</b>
This statement has been amended to reflect new University Post Graduate Regulations. This included in Section 12 of the Programme Specification document.
<b>Condition 17</b>
The statement on page 10 regarding the Personal Tutor System and Guidance on students Professional Development Portfolio should be reviewed to clearly advise students of current practice.
<b>Response</b>
The new Post Graduate Personal Tutor System Guidance has been added to the Programme Specification document under Section 16.
<b>Condition 18</b>
Further detail needs to be given to how practical assessment works online and consider the addition of smaller online assignment/activities within courses to support the cumulative graded assignment.
<b>Response</b>
One of the entry criteria is that these students must possess NGB qualifications demonstrating a certain practical level of competence. This course is not designed to replace these qualifications however we would seek to develop further practical, pedagogical and evaluative skills in the students. For example, the course Diagnostic Analysis of Coaching Practice introduces coaches to objective analysis of their personal coaching styles. We would require coaches to upload a video of practical coaching plus a systematic review of their coaching style. As part of the portfolio we would introduce coaches to different styles of coaching, allow them to experiment with these styles, provide video evidence and written analysis and evaluation throughout the course. This also provides smaller assignment activities that support the cumulative graded assignment within this course.
<b>Condition 19</b>
The choice to have a 60 credit dissertation at the expense of no explicit research methods training needs to be justified. At the validation it was stated that NGBs require a 60 credit dissertation and will not accept a 50 credit dissertation. If this is the case – state which NGBs and state what they are accepting or rejecting in terms of recognition (append evidence).

<b>Response</b>
<p>This response is linked to response to Condition 14. The British Association of Sport &amp; Exercise Sciences (BASES) and British Psychological Society (BPS), require a 60 credit dissertation for accreditation. Not all coaches would require this accreditation but it would be beneficial to be able to offer this as added professional value.</p> <p>Further explicit research methods training has been added to the course descriptors, in addition to the change to the research methods course.</p>
<b>Condition 20</b>
<p>The programme costings need to be completely re-worked to include top slicing, part time fees, staffing and on line material creation costs.</p> <p>Note that the panel were concerned about staffing to run the programme with a small cohort and anticipate if the cohort grew to over 10 that further staff will be needed. Note that in the survey 84% of respondents identified financial restrictions as the biggest barrier to them studying further.</p>
<b>Response</b>
<p>The programme costings have been re-worked to include top slicing, part time fees, staffing and on line material creation costs. This has been included within the programme proposal. The numbers selected are reflected by the Demand Survey but are relatively arbitrary in terms of successful applicants for this programme.</p> <p>Staffing has already been raised at both School and Institute Level.</p> <p>84% of those who responded to this question identified financial as the biggest barrier to further study however this was not 84% of respondents. It was 84/100 whereas there were 210 respondents to the Demand Survey, which takes this statistic to 40% of respondents. This is still a concern but finance is an issue for students in general.</p>
<b>Condition 21</b>
<p>100 of the 120 credits for the Diploma are new courses. This does not appear to build on any of the current provision – consider any courses within the school that the programme might be able to share to ease the start-up costs for the programme.</p>
<b>Response</b>
<p>The difficulty with this condition is the online nature of the proposed programme and the specific skills and knowledge necessary for this programme. There are courses that may be appropriate for inclusion with this programme however at present none of these are available in an online format. There is willingness to develop more online courses at Masters level within the Institute but there are no immediate plans for this to happen.</p>

## Recommendations

<b>Recommendation 1</b>
<p>Online Distance Learning staff support is required. The Programme team should work with school and college to capitalise on any opportunities for training and resourcing</p>
<b>Response</b>
<p>Staff will be encouraged to undertake the 4-week (plus induction week) online course,</p>

developed by the Institute for Academic Development and Information Services, to support staff new to tutoring and teaching for online distance courses. This course is free to staff involved in ODL delivery.
<b>Recommendation 2</b>
Consider moving Course 1 to SCQF Level 10 to address concerns and also to serve as introductory Course for students as a way of easing them into programme and ODL.
<b>Response</b>
This has been done
<b>Recommendation 3</b>
Software requirements of participants need to be thoroughly researched.
<b>Response</b>
Students will be advised at Virtual Open Days and during Induction on the minimum requirements for software. For example, the following diagnostic tool is available or collaborate ( <a href="http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&amp;task=knowledge&amp;questionID=1473">http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&amp;task=knowledge&amp;questionID=1473</a> ) There is also a download site to allow students free access to useful tools for their study. ( <a href="http://www.docs.hss.ed.ac.uk/iad/Postgraduate/Masters%20taught/Mastering%20social%20media.pdf">http://www.docs.hss.ed.ac.uk/iad/Postgraduate/Masters taught/Mastering social media.pdf</a> ) There is no requirement or extra software for any of the courses.
<b>Recommendation 4</b>
Explore mapping the programme to UKCC level 4 Coach standards/requirements and requirements of National Governing Bodies. This could be included in documentation and then phased into programme.
<b>Response</b>
This would certainly help to avoid duplication of effort for coaches NGBs and the University. We are attending a Level 4 event in February 2014 and hope to be able to deliver in the near future.
<b>Recommendation 5</b>
Explore outsourcing the initial build, the layout of the Programme and Courses onto the e-learning platform or at least budget in the actual costs of doing this work.
<b>Response</b>
The programme and courses will be built within Moodle. There are currently discussions about the amount of time needed for a Learning Technologist. This is being coordinated at School level with the suggestion of sharing a Learning Technologist with all current and proposed ODL programmes.
<b>Recommendation 6</b>
Consider including a prerequisite that includes an IT induction course for new students.
<b>Response</b>
We have made mention of an IT induction course for new students but have not included this as a prerequisite – we will consider this as part of the entry requirements.
<b>Recommendation 7</b>
The substantive content of courses within the programme needs to be aligned to help

Coaches and system builders better understand the links. Course names should be reviewed and amended as necessary to ensure that they directly relate to Coaching.
<b>Response</b>
We have amended some course names and added more course information to help coaches and system builders understand the links.
<b>Recommendation 8</b>
Include information on invoicing at Course level (ICL) and include this information in the business / financial plan.
<b>Response</b>
This information has been included in the full financial costings
<b>Recommendation 10</b>
The criteria for application should clearly state that applicants must have access to a coaching environment and be able to commit to independent study. Further thought needs to be given in regards to opportunities for students to continue to PhD level and this should be included in the documentation and Programme descriptor.
<b>Response</b>
This has been done
<b>Recommendation 11</b>
Work with NGB's to get commitments in principle from sector Governing bodies would be beneficial.
<b>Response</b>
We already have a commitment in principle from CSE and once this programme has a start date we will be seeking to formalise existing discussions.