



THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR MSc Sport Coaching

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| 1) | Awarding Institution: | University of Edinburgh |
| 2) | Teaching Institution: | University of Edinburgh |
| 3) | Programme accredited by: | University of Edinburgh |
| 4) | Final Award: | Masters of Science (MSc) |
| 5) | Programme Title: | Sport Coaching and Performance |
| 6) | UCAS Code: | N/A |
| | Relevant QAA Subject Benchmarking Group(s): | Hospitality, Leisure, Sport and Tourism |
| 7) | Post holder with overall responsibility for QA: | Christine Nash |
| 8) | Date of production/revision: | February 2013 |
| 9) | External Summary (200-250 words) | <ul style="list-style-type: none"> • Background to the discipline and subject, what it is and its place in human endeavour. • What is special about the Edinburgh experience in this degree? • What are the main programme aims (learning outcomes)? |

Globally, coaching is in its most dynamic era in history. Coaches work with increasingly diverse populations and face heightening demands from athletes, athletes' parents, sports, coaching organisations and fans. Today coaching effectiveness is measured on a host of factors that ultimately contribute to the overall development of athletes rather than a season or career win-loss record. Twenty-first century technology provides greater accessibility to information and visibility to a global community. In this environment, coaches have a responsibility to improve and expand their own capabilities to fully meet the needs of their athletes. Coaches, performance directors and coach educators have identified some difficulties in accessing educational coaching resources (See Appendix 2: Demand Survey).

Coaching is critical to sporting development and success. Inspirational and motivational coaches energise others, enabling them to expand their horizons and realise their potential. Talented coaches stimulate interest, encourage commitment and enhance performance in sport. Coaches also need to be supported by informed organisations and individuals, for example, performance directors, strategic leads for sport and coach educators. Sport and physical activity have considerable benefits for current and future physical and psychological well-being (Department of Health, 2011; Weinberg & Gould, 2011). For levels of sporting participation to rise, more educated and skilled sport coaches are required and coaching systems need to ensure strategies are in place to support all those involved in coaching delivery, planning and management.

However the majority of the coaches continue to be insufficiently educated to achieve government and national governing body sporting objectives. The structure of sport coaching in the UK is based on a system whose cultural characteristics are fundamentally premised on volunteerism but this is not the case globally (Taylor & Garrett, 2008). The professionalisation process can be seen as a key element in the 'up-skilling' of coaches and can be considered critical if the occupation of coaching is to play a part in the upkeep of health and increase the degree and longevity of participation in physical activity, as well as contributing to the success of elite athletes and teams. Recent research has highlighted the need for coaches to have the

knowledge and skills to address development perspectives and sport systems to highlight distinct pathways for both athletes and coaches (Johnston & Harwood, 2013). The development of this Masters programme links to local, national and international coach education programmes and performance frameworks to address the importance of promoting sport at all levels of ability and talent.

Building on the extensive history of Sport and Physical Education at Moray House School of Education this MSc will be delivered by staff actively researching sport coaching. This new MSc will enable coaches to develop and evaluate coaching qualifications, encourage coach education and training, interact across international boundaries, and establish ethical guidelines and standards of practice.

The educational aims of the MSc programme in Sport Coaching and Performance are:

- To develop students as lifelong learners, who understand the importance of learning, the theory behind coaching practice and the development of performance and expertise.
- To equip students with critical and comparative knowledge of the current theories, research evidence and policy frameworks that will inform coaching practices.
- To provide students with knowledge and critical awareness of how research evidence informs current coaching practice and how challenges within practice inform research agendas.
- To provide students with specialist analytical and research skills to investigate issues in the complex field of sport coaching.
- To provide students with the specialist research skills to comparatively analyse sport coaching programmes and processes within various environments and to apply these to their own practice.
- To foster the development of independent learners with transferable intellectual research skills who can make a socially responsible contribution to the field of global sport coaching.

11) Programme Outcomes

By the end of the programme, students will have achieved learning outcomes in the following areas:

11a) Knowledge and understanding

Graduates of this programme will have:	When and Where?	Teaching & Learning	Assessment
1) A knowledge of and the ability to critique the role of the coach within their coaching environment and the wider sporting context	Throughout the programme but especially in Diagnostic Analysis of Coaching Practice	Online activities, discussions, video analysis, learning log, self-study	Report, Reflective Critique
2) A comprehensive understanding of and the ability to critique coaching effectiveness	Throughout the programme but especially in Managing the Coaching Process	Online activities, discussions, case study, self-study	Observation & Analysis Task
3) A critical understanding of determinants of sport coaching and how these can be used to inform coaching practice	Throughout the programme but especially Diagnostic Analysis of Coaching Practice	Online activities, discussions, seminar contribution, self-study	Reflective Critique, Report
4) A thorough knowledge of and ability to critique the current recommendations for sport coaching, coach education and sport strategy.	Throughout the programme but especially Coach Development and Mentoring	Online activities, discussions, seminar contribution, self-study	Case Study, Critical Review
5) A comprehensive awareness of the key issues relating to sport coaching in specific coaching populations or contexts, with a comprehensive knowledge of and the ability to critique the issues relating to performance sport	Throughout the programme but especially Performance Development & Expertise	Online activities, discussions, seminar contribution, presentation, case study, self-study	Case Study, Presentation
6) An awareness of current national and international sport policies and how these impact on global coaching challenges	Throughout the programme but especially Performance Development & Expertise	Online activities, discussions, seminar contribution, presentation, case study, self-study	Presentation, Critical Review
7) A critical understanding of research methods employed within the area of sport coaching	Throughout the programme but especially Research Methods	Online activities, discussions, seminar contribution, self-study	Critical Review, Analysis of Data

11b) Graduate Attributes: Research and Enquiry

Graduates of this programme will be able to:	When and Where?	Teaching & Learning	Assessment
1) Search for, access, critically analyse, evaluate and synthesise relevant literature and information in order to develop their knowledge and understanding relating to sport coaching	Throughout the programme but especially Research Methods and Dissertation	Online activities, discussions, seminar contribution, self-study	Critical Reviews, Dissertation
2) Critically question current sport coaching knowledge and policy and how they relate to global challenges (for example, participation and commitment issues)	Throughout the programme but especially Professional Issues	Online activities, discussions, seminar contribution, self-study	Critical Review
3) Identify and define issues relating to sport coaching, and identify appropriate research methods to address these	Throughout the programme but especially Research Methods and Dissertation	Online activities, discussions, seminar contribution, self-study	Research Proposal Dissertation
4) Plan and execute a significant research project including undertaking data collection and analyzing data systematically	Throughout the programme but especially Research Methods and Dissertation	Online activities, self-study and tutorials	Dissertation
5) Communicate research plans and findings to specialist and non-specialist audiences	Throughout the programme but especially Dissertation	Self-study, individual and group tutorials, field work	Dissertation
6) Recognize the importance of reflecting on the learning experience	Throughout the programme but especially Diagnostic Analysis of Coaching Practice and Dissertation	Discussion and tutorials	Portfolio Dissertation

11c) Graduate Attributes: Personal and intellectual autonomy

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be independent learners who take responsibility for their own learning, and are committed to continuous reflections, self-evaluation and self-improvement	Throughout the programme but especially Professional Issues and Diagnostic Analysis of Coaching Practice	Progressive development through staff support during teaching activities and assignments.	Critical Review, Portfolio
2) Be able to exercise substantial autonomy and initiative in academic activities, including decision making on the basis of independent thought	Throughout the programme but especially Managing the Coaching Process and Professional Issues	Progressive development through staff support during teaching activities and assignments. Self-study	Critical Review, Reports
3) Be open to new perspectives, methods and innovative ideas in understanding sport coaching practice	Throughout the programme but especially Diagnostic Analysis of Coaching Practice and Performance Development & Expertise	Self-study, guest lectures, group discussions	Case Study, Presentation
4) Be able to reflect on social, ethical and inclusive responsibilities linked to the application of their knowledge and judgments in sport coaching	Throughout the programme but especially Professional Issues	Self-study, guest lectures, group discussions	Critical Review

11d) Graduate Attributes: Skills and abilities in communication

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be able to communicate using oral and written methods to specialist (for example, staff, fellow students) and non-specialist audiences (for example, schools, research participants)	Throughout the programme but especially Performance Development & Expertise	Through assessments, presentations, seminars, group work	Presentation, Case Study
2) Be able to use communication as a means for collaborating and relating to others including staff, fellow students, research participants	Throughout the programme	Group work, student-led presentations and workshops	Presentation, Report, Portfolio
3) Be able to engage in critical discussion demonstrating listening skills, effective use of evidence and own experience to support assertions, and clear articulation of points.	Throughout the programme	Group work, student-led presentations and workshops	Presentation, Report, Critical Review
4) Be able to identify and effectively communicate with relevant individuals and organisations beyond their immediate environment	Throughout the programme but especially Dissertation	Self-study, individual and group tutorials	Dissertation
5) Be able to seek and value open feedback to inform genuine self-awareness	Throughout the programme	Through staff, peer and self feedback	Report, Portfolio, Presentation

11e) Graduate Attributes: Personal effectiveness

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be able to plan, execute and critically evaluate a significant research and/or evaluation project in the area of sport coaching	Throughout the programme but especially Research Methods and Dissertation	Self-study, tutorials and field work	Report, Proposal & Dissertation
2) Have the confidence to make informed decisions relating to problems and issues in sport coaching	Throughout the programme but especially Diagnostic Analysis of Coaching Practice & Dissertation	Self-study, field work, tutorials	Dissertation
3) Be able to identify and manage risks appropriately (for example, during fieldwork, working with vulnerable groups)	Throughout the programme but especially Professional Issues, Diagnostic Analysis of Coaching Practice & Dissertation	Self-study, field work, tutorials	Reports, Critical Review & Dissertation
4) Be able to transfer knowledge, skills and abilities to a professional context (for example, clubs, National Sports Organisations, coaching networks)	Throughout the programme	Self-reflection, Professional Development Portfolio, discussions	All assessments should be applied to the practical context
5) Be able to effectively work collaboratively with others, recognising the diversity of contributions individuals can make	Throughout the programme	Group work, field work	Presentation, Report, Critical Review

11f) Technical/practical skills

Graduates of this programme will:	When and Where?	Teaching & Learning	Assessment
1) Be able to develop the technical and practical coaching skills	Diagnostic Analysis of Coaching Practice	Workshops	Practical assessment

12 Programme structure and features

Figure 1: Programme structure for MSc Sport Coaching and Performance

MSc Sport Coaching and Performance	SCQF Level	Credits
Compulsory courses		
Managing The Coaching Process	10	20
Diagnostic Analysis of Coaching Practice	11	20
Performance Development and Expertise	11	20
Coach Development and Mentoring	11	20
Professional Issues	11	20
Research Methods (REDU11063)	11	20
MSc		
Sport Coaching Dissertation	11	60
TOTAL		180

Entry requirements:

The normal entry requirement is an upper second class honours degree in a relevant discipline. Where an applicant does not meet these requirements consideration may be given to other equivalent academic qualifications and significant professional training and experience. For international students, the appropriate level of English proficiency will be required (i.e., IELTS score of 7). It would also be preferred if the applicant was currently coaching within an appropriate coaching organisation and environment and had UKCC Level 3 or equivalent.

Like all University of Edinburgh Masters programmes, the degree is fully Bologna compatible, and is recognised across Europe and beyond under the principles of the Bologna framework. The programme comprises 180 Edinburgh credits, which are equivalent to 90 ECTS credits.

Progression to Masters Stage

In order to be able to progress to the dissertation stage of their Masters programme, students must pass the assessment requirements of the taught stage at an appropriate level at the first attempt before progression to the dissertation. In order to progress to the masters dissertation students must:

- (a) pass at least 80 credits with a mark of at least 50% in each of the courses which make up these credits; and
- (b) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression; and
- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective programme handbooks.

Optional Courses

At this initial stage there are no optional courses contained within the course however there are plans to introduce optional courses at a later stage when the MSc programme has undergone the first iteration (Start year + 2 years).

Modes of Study:

The programme may be studied as full-time (12 months) or part-time (up to 72 months).

Exit awards:

In order to be awarded the PG certificate students must:

- (a) pass at least 40 credits with a mark of at least 40%; and
- (b) attain an average of at least 40% for the 60 credits of study examined for the certificate; and
- (c) satisfy any other specific requirements for the named certificate that are clearly stated in respective programme handbooks.

In order to be awarded the PG diploma students must:

- (a) pass at least 80 credits with a mark of at least 40%; and

- (b) attain an average of at least 40% for the 120 credits of study examined for the diploma; and
- (c) satisfy any other specific requirements for the named diploma that are clearly stated in respective programme handbooks.

In order to be awarded the masters degree students must:

- (a) have satisfied any requirements for progression, as laid out in taught assessment regulations, and
- (b) attain an additional 60 credits, by achieving a mark of at least 50% for the dissertation or project component and
- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective Programme Handbooks.

Quality assurance:

The programme will conform with the Assessment Regulations and an External Examiner with an international reputation will be appointed. The Board of Examiners will meet in May (date to be determined to ensure marks from other Boards are available) to consider progression to MSc level. A final Board of Examiners meeting will be held in October. Further quality assurance procedures will be implemented including collecting and responding to student feedback through course evaluations and at a programme level through a staff-student committee.

13 Teaching and Learning Methods and Strategies

The University of Edinburgh recognises the benefits of online education to students, particularly in providing opportunities to gain academic credits and/or a qualification through part-time or full-time, distance learning. The University sees its Online and Distance Learning (ODL) provision as being of equal quality in terms of teaching methods and scholarly rigour as its conventional provision, and recognises that it is the mode of first choice for many students. ODL offers an effective way of overcoming barriers to accessibility in traditional teaching delivery, providing learning material in a flexible and readily accessible manner alongside peer support and academic mentorship. ODL allows teaching appropriate to the digital age. Furthermore, ODL enables the University to build on its international reputation by recruiting students worldwide without geographical restriction, thus enhancing its global presence and enriching students' perspectives and learning experience. Teaching and Learning strategies employed at the University of Edinburgh consist of a variety of different methods appropriate to the programme aims. The graduate attributes listed above are met through a teaching and learning framework (detailed below) which is appropriate to the level and content of the course. Within this programme teaching and learning activities will include: lectures, seminars, problem based learning activities, peer group learning, dissertation, and one to one meetings with personal tutors and supervisors. This will all be achieved through online distance learning. Given the constraints faced by coaches when accessing educational courses there are a number of advantages for the online delivery of this programme. Students on online learning programmes:

- have the flexibility to study at the most convenient time which is especially useful for sport coaches
- are able to study from anywhere with an internet connection, broadband being recommended.
- have access to all University services and relevant academics
- become part of a rich and varied online community of people in the field of sport coaching
- learn the latest developments from people working at the leading edge in sport coaching

New online learners will be provided with introductory training materials and support for working in an e-learning environment so that equipment and technical access can be tested and practice in the use of technologies facilitated (<http://www.ed.ac.uk/studying/postgraduate/open-day/online-events/technical-help>). There will be a generic online induction, covering aspects of expectation and orientation, Online Learning Distance Education Information Session, as well as online information session from Admissions, Finance, Careers Service and International Office Online Chat sessions. Students will also be introduced to the online library (<http://forth.mvm.ed.ac.uk/onlineLibrary>) and

encouraged to enrol on sessions covering, for example, accessing library resources and Endnote. There will also be a programme specific induction introducing students to the Moodle platform and sport coaching and performance related activities, designed to create an online sharing culture at the outset. There are a number of 'ice-breaking' sessions, for example, the 'jelly-bean tree' that can be used effectively in this type of situation. Students will also have the opportunity to attend virtual open days prior to enrolment on the MSc programme.

All courses are taught through a combination of independent study and group activities. Some of the many different kinds of activities on the programme include:

- collaborative authoring in wikis
- real-time tutorials in virtual worlds
- in-depth discussion board conversations
- individual and group blogging
- collaborative working in virtual classrooms
- use of online reflective tools
- creation of visual and digital artefacts
- exchange of ideas and resources using Twitter and social bookmarking

Staff involved in the delivery of this programme will be supported by the University of Edinburgh, for example, the Institute for Academic Development (IAD) runs a six week course for staff new to tutoring and teaching for online distance courses. This course will prepare identified staff:

- for their role in supporting students on an online distance learning course.
- develop an understanding of similarities and differences between face-to-face and online roles and interactions.
- introduce some options for supporting different online communications modes and activities.
- assist in understanding the choices available for communications and activities in an online context, and some of the implications of these choices.
- provide opportunities to experience a variety of online interaction and group work styles, and to reflect on and discuss those experiences with reference to specialist areas

In addition, Institute staff have the opportunity to interact, discuss and be informally mentored by staff who are already involved in online learning and delivery. This could be initiated prior to the programme start and continued through to delivery stages. The IAD also run a series of workshops throughout the year which can be highlighted to Institute staff. Currently, there is online delivery within the Institute, in PE, sport coaching and dance, that can be shared throughout the Institute.

The University of Edinburgh Innovative Learning Week is scheduled in Week 6 of Semester 2. During this week 'normal' teaching is suspended which provides space outwith the curriculum for staff and students to explore new learning activities. At present there are few activities available online but there are plans to make more available.

14 Assessment Methods and Strategies

Courses can be assessed by a diverse range of methods and often takes the form of formative work (for example, in class feedback on a journal paper critique) which provides the student with on-going feedback as well as summative assessment which is submitted for credit. This programme has been designed to incorporate a range of assessment methods to provide the students with the opportunity to develop the key graduate attributes (see Appendix 1 Assessment Matrix). All students will be given at least one formative feedback or feedforward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Assessment methods will include critical reviews, written reflections, case study reports, oral presentations, practical assessment and evaluations, and a write up for the dissertation that will incorporate a journal article submission, literature review and reflective essay. These assessments will be graded according to the Common Marking Scheme (CMS4).

The emphasis of the assessments is to improve effectiveness so the assessment methods reflect this practical application.

15 Career Opportunities

Potential career paths, exit routes and employers are very diverse given the global nature of the course but include: national sporting organisations; coaching bodies; sport and fitness industry; postgraduate research; sport and coaching development; performance planning; performance management; coaching consultancy; teaching in further and higher education institutions.

16 Other Items

Fees:

As this is an online course there is no distinction between home and overseas students. The likely likely costs will be:

PG Certificate: £2950,

PG Diploma £5520

MSc £8850.

20 credits £985

Timetabling:

The timetable is to be confirmed but will be strategically planned in order to accommodate the needs of part-time students, wherever possible. Following the successful model of current MSc programmes within the Institute, it is likely the majority of the courses within the programme will be scheduled to run on two days of the week. This will have to be considered more carefully when the geographic locations of students are known, but seminars, workshops, etc can be scheduled at two separate times (if necessary), for example 8am and 8pm should be appropriate for most geographic locations.

Student support:

The students will join a large vibrant postgraduate community of over 400 online students within the University of Edinburgh Graduate Programmes. Information for new students is available on the University website (www.ed.ac.uk/new-students)

These students will have access to generic support for online taught postgraduate programmes, for example, Making the most of your first weeks at Uni: advice on getting started from the Induction team, as well as Supporting Your Studies, run by IAD. Both of these sessions are interactive using Collaborate, to allow students to put faces to names.

For pastoral care and student support all students will be assigned a Personal Tutor. The Personal Tutor assists students in reviewing their academic progress and performance across the various courses that make up their chosen programme of study. The Personal Tutor also provides opportunities for students to reflect on how their learning within and outwith the formal curriculum can help them in pursuing their longer term future development, and helps to foster in all students a sense of belonging to a community of learners.

The Personal Tutors' main responsibilities include:

- providing academic guidance and support, including: welcoming their tutees, guiding students in their choice of courses, confirming course choice and where appropriate enrolling students on courses, advising and supporting students in their studies and following the progress of all their students;
- sharing with other staff in Schools the process of providing pastoral responsibilities and duties of care for their students, referring students to central services and other specialist sources of information and guidance as and when appropriate;

- liaising with Student Support Officers and Teaching Organisations;
- holding at least one group meeting and one individual meeting with their students per semester; briefing students on the preparatory and follow-up work that is expected of them;
- responding promptly (normally within three working days) to a request for contact; where this is not feasible, the Personal Tutor should arrange a suitable response;
- contributing to the appropriate keeping of records;
- providing references for a future employer or programme of study for their students;
- advising and supporting students in, for example, special circumstances, disciplinary or appeal matters;
- undertaking training and continuing professional development associated with their role.

17 Contact Details

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Appendix 1: Assessment Matrix. Proposed Programme: MSc Sport Coaching and Performance

Course Code	Course Title	Credits	Sem	Comp/ Elective	Essay	Evaluation	Observation & Analysis Task	Presentation	Case Study	Project	Other	**%assessment that is group/teamwork
REDU1 1043	Managing The Coaching Process	20	1	C	Reflective Critique 2,500 word (70%) Week 12						2 x 750 word Report (30%) Weeks 3 & 5	0
	Diagnostic Analysis of Coaching Practice	20	1	C			1,500 word (40%) Week 10				Portfolio (2,500 words 60%) Ongoing throughout course	0
	Performance Development & Expertise	20	2 1	C				Group Presentation (2,000 words 50%) Weeks 9-12	2,000 word (50%) Week 15			50%
	Coach Development and Mentoring	20	2	C		2,000 word (50%) Week 8			2,000 word (50%) Week 13			0
	Professional Issues	20	2	C						4,000 word Critical Review (100%) Week 15		0
	Research Methods	20	2	C								0
	Dissertation	60		C							15,000 word	0

