Course Handbook

MSc Elite Coaching Practice
2019-20
Course Leader: Bryan Jones
School of Sport and Wellbeing

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

We would like to welcome you to the School of Sport and Wellbeing from the University of Central Lancashire (UCLan). More significantly, welcome to the MSc in Elite Coaching Practice. The MSc Elite Coaching Practice is a dynamic course that aims to develop your critical understanding of the theories and practice of Sports Coaching. As you well know the UK Coaching Framework is well underway and the predominant aim of this strategy is to become the number one coaching system in the World. One feature of the implementation plan is the development of the UK Coaching Certificate. In order to achieve the high standards expected of such a system, it will require highly skilled and knowledgeable individuals to develop it over the next 5-6 years. Consequently the main emphasis of this programme is placed on developing a range of intellectual, professional, managerial and transferable attributes that are essential for the modern sports coach. The course is delivered by a dedicated and enthusiastic team of staff who will provide a challenging and engaging experience that will facilitate your success. In return we look for a similar level of enthusiasm and engagement from you. Through our mutual commitment working together we can ensure a worthwhile learning experience for all.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registration. Finally, the handbook provides a description of the tools that you will be using throughout the course and will explain the typical delivery process at a modular level. This handbook should be used alongside other university guides and should be kept in a safe place. This handbook is also available in electronic format. As a team of coaches, academics and administrators, we are here to help. If you have a problem or question, either phone or email us. Our numbers and email addresses can be found in this handbook.

I would like to take this opportunity to wish you the very best in your studies.
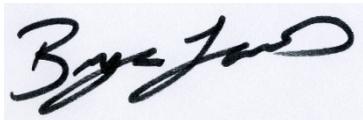
Bryan Jones
Course Leader
Principal Lecturer in Coaching & Performance

1.1 Rationale, aims and learning outcomes of the course

The underpinning philosophy of the MSc Elite Coaching Practice is to create an education, which is intellectually and academically challenging but is also clearly focused on the vocational needs of the sports coaching industry, generating practitioners who can challenge and develop existing systems and processes. It aims to challenge current practice and provide a platform to experiment and innovate. The MSc Elite Coaching Practice programme has been designed to provide a high quality educational experience for existing UKCC level 3 coaches (or equivalent) within the sports sector. Emphasis throughout the programme is therefore placed on developing your critical reflective and analytical skills from both a theoretical and applied perspective.

The modules that feature on the programme have been carefully devised using several industry partners to develop cognitive skills in a number of areas relevant to Sports Coaching and ensure a blend of theoretical and practical issues designed to increase awareness of, and enhance and improve application to population specific environments. Furthermore, the curriculum has been designed to meet the needs of the UK Coaching Framework and aligns closely with the skills and knowledge required for UKCC level 4. This does not mean that you are entitled to a level 4 qualification on successful completion of this award, but does allow you to use the knowledge and understanding gained from this course as evidence. This curriculum is targeted at talent development and high performance environments.

Course Aims and Learning Outcomes

Students who successfully complete the MSc Elite Coaching Practice programme will have, during the course of their studies, developed and mastered an array of cognitive and transferable skills alongside a complex blend of knowledge and theories. The development of such knowledge and skills will enhance students' abilities to manage and engage in informed decision-making within Sports Coaching. The aims and outcomes of the Programme are organised at two levels: the Postgraduate Certificate and the Postgraduate Diploma.

The aims of the Postgraduate Certificate in Elite Coaching Practice are to:

- Develop the students' abilities to critically interrogate theories that inform sports coaching principles and practices.
- Provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
- Provide the knowledge and understanding to generate, direct and manage the implementation of cutting edge coaching solutions and programmes.

For the Postgraduate Diploma in Elite Coaching Practice, the aims of the programme are those of the Postgraduate Certificate and furthermore, to:

- Develop the students' critical evaluation of their own practice and that of performers with the intention to engage in innovative activities linked to enhancing performance of self and performer.

For the MSc in Elite Coaching Practice, the aims of the programme are those for the Postgraduate Diploma and furthermore, to:

- To critically examine aspects of elite coaching practice through independent study that is relevant to the context of the coach.

In order to fulfil those aims, students will have to demonstrate that they have fulfilled a range of learning outcomes throughout the duration of the course. Students will be able to graduate from the course on achieving these outcomes. The learning outcomes for each level of the programme are shown below.

On successful completion of each award, students will be able to:

Postgraduate Certificate Outcomes

- Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.
- Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.
- Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
- Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
- Employ a critical perspective to problem solving and decision making.

Post Graduate Diploma Outcomes

The learning outcomes or the Postgraduate Certificate plus:

- Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.
- Critically reflect on his/her coaching behaviour and management in relation to theory and shared experience.

MSc Outcomes

The learning outcomes for the Postgraduate Diploma plus:

- Review and apply the techniques of scholarly enquiry in order to create and interpret new knowledge in the domain of coaching.
- Organise and articulate complex ideas through analysis, synthesis and evaluation.

The learning outcomes form an integral part of the modules within the programme and are key to their design and organisation. The exposition of these learning outcomes and their integration within the modular structure of the programme are shown in Section 2. Successful completion of the Postgraduate Diploma is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 120 credits. For the Postgraduate Certificate a minimum credit rating of 60 would be required. If you are using this course to gain credits for your UKCC Level 4 award, then you will need to complete the Postgraduate Diploma in its entirety.

The following awards are available via this programme:

Target Awards	Title	Criteria
MSc	MSc Elite Coaching Practice	180 credits
Exit Awards	Title	Criteria
Post graduate Diploma of Higher Education	PG Dip Elite Coaching Practice	120 credits
Post graduate Certificate of Higher Education	PG Cert Elite Coaching Practice	60 credits

During each stage, students will complete modules of an aggregate rating of 60 credits. Successful completion of the first stage is equivalent to the Postgraduate Certificate. Completion of both stages is equivalent to the Postgraduate Diploma. The final stage represents the MSc component of the award.

TL4120 Issues in Performer Development Compulsory - 20 Credits	TL4121 Planning for Development Compulsory 20 Credits	TL4102 Coaching Practice Compulsory 20 Credits
TL4104 Coaching Analysis Compulsory-20 Credits	TL4105 Work-based Learning Compulsory – 40 credits	TL4186 Dissertation Compulsory-60 Credits

1.2 Course Team

As part of your MSc in Elite Coaching Practice (Talent Development) you will be in constant contact with the course leader, the mentor and the associate lecturer. Staff can be contacted using the details below.

Name	Role	Address	Telephone	Skype Address	E-Mail
Bryan Jones	Course Leader	Greenbank 147	07717 452913	bryan.jones1971	BJones1@uclan.ac.uk
John Trower	Coach Mentor	Shropshire	07718526357	JohnTrower 561	jtrower@uclan.ac.uk
Barrie Roberts	E-learning Facilitator	Preston	07875848402		baroberts@uclan.ac.uk

1.3 Expertise of staff

The teaching team has significant experience working in elite performance and talent development environments.

Bryan Jones is the course leader and has spent the past 25 years working in elite-level sport environments as a sport psychologist, strength and conditioning coach and as a coach. He has worked with a wide variety of elite sportsmen, women and teams as well as supporting coaching staff through a supervisory approach. More recently he works as a coach developer with many National Governing Bodies and recently sat on the UK Sport High Performance Coach Developers Board. He has a significant and active role in guiding the direction of coach development through UK Sport, National Governing Bodies, CIMSPA and UK Coaching. He has conducted research on skill development, motivational climates, performance analysis and anxiety. He has created his own 900 pupil secondary School as well as his own football and education academy.

John Trower is the coach mentor on the programme. His expertise in this domain has been honed through years of coaching at the very highest level. He was the coach to Steve Backley and the throwing squads for many years as well as becoming technical Director at UK Athletics. He now almost exclusively works in coach development both in the UK and the US. He has mentoring and development responsibilities with many National Governing Bodies as well as Independent Schools and private companies.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. For all students on the programme, Bryan Jones will be your Academic Advisor.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building

Sport and Wellbeing
Management
Business
Telephone: 01772 891992/891993
Email: GreenbankHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. However, as you are not full time students, it is highly likely that you would prefer to send and receive from a personal email. Please check whether mail has been sent and that any email from the University has not been directed to your junk folder.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the External Examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Ben Oakley – The Open University

2. Structure of the course
2.1 Overall structure

This programme runs over a three year period. As it is a practitioner-focussed programme the programme only runs as a part time mode, and the modules flow in a serial manner. Below is a flow diagram of the order of modules.

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┌─────────────────────────────────────┐
│     TL4102: Coaching Practice        │
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                  ↓
┌─────────────────────────────────────┐
│     TL4120: Issues in Performer      │
│            Development               │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│   TL4121: Planning for Development   │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│     TL4104: Coaching Analysis        │
└─────────────────────────────────────┘
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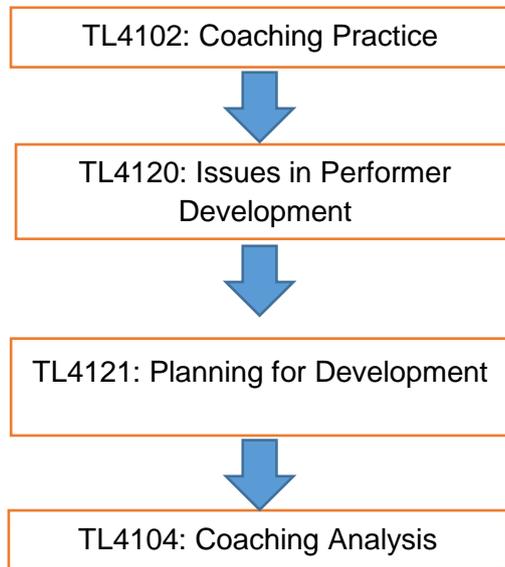
You will also study TL4105: Work Based Learning that will be completed in practice throughout the duration of the course. The final year of the programme is the Dissertation component and will represent a year of working one-to-one with a supervisor to engage in research on a specific topic of your choice.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one third of a year. Therefore, you will be expected to complete three 20 credit modules per year while on the programme. The following represents a brief description of all the modules on the programme; all are compulsory.

2.2.1 Coaching Practice

This module aims to enable the students to identify their own coaching behaviours, critically self-reflect upon their current coaching practice, and critique their own coaching philosophy in order to develop more effective coaching practice. They will study aspects of sports psychology in order to allow them to explore ways of developing successful coach-athlete relationships.

On successful completion of this module you will have demonstrated that you have:

1.	critically evaluate theoretical approaches to self-evaluation and self-reflection in order to identify future learning needs
2.	critically apply aspects of sports psychology and pedagogy to the development of the coach-athlete relationship

3.	articulate and critically reflect upon his/her own coaching philosophy

2.2.2   Issues in Performer Development

This module will focus on the systems and environments created to maximise performer development. It will consider the relationships between the coach, performer and other influential stakeholders involved in the development process. Moreover, the key factors that occur during a performer's development will be discussed from a physiological, psycho-social and skill development perspective.

On successful completion of this module you will have demonstrated that you have:

1.	Critically examine the factors that influence performer development and apply these to their own working context.
2.	Modify coaching practice based on the consideration of the appropriate developmental factors for each performer.
3.	Critically evaluate different systems with the intention of maximising performer development.

2.2.3   Planning for Development

This module will focus more on the issues of planning and preparation to meet the individualised needs of participants in a talent development programme. This will range from session development through to global training systems. A focus will be on how people learn and the associated pedagogical approaches as well as the integration of lifestyle factors into performance development plans.

On successful completion of this module a student will have demonstrated that they have:

1.	Critically evaluate the merits of pedagogical approaches through learning and motivational theories.
2.	Construct an individualised performer development plan with associated rationales.
3.	Using appropriate models and theories, critically reflect on the efficacy of your current support structures to maximise the development of your participants.

2.2.4   Coaching Analysis

To enable students to apply theory to practice via a sustained period of analysis of their coaching delivery, and to demonstrate a creative and innovative approach to coaching which leads to effective coaching programmes. Students should demonstrate the ability to adjust programmes in response to this analysis, and to develop successful working relationships with other related professions.

On successful completion of this module you will have demonstrated that you have:

1.	Critically analyse both quantitative and qualitative approaches to performance analysis and apply these as appropriate to their coaching practice
2.	Demonstrate the ability to work with other appropriate professionals and to synthesise knowledge from other professions in order to enhance their coaching practice

3.	Demonstrate a creative approach to coaching practice which allows them to adjust programmes as required and to develop innovative approaches to coaching within their sport

2.2.5   Work based Learning Module

To give the coaches the opportunity to utilize theoretical and practical knowledge developed within their programme and to apply techniques of reflective learning to the work experience in order to ensure that learning is based upon both a sound theoretical basis and a robust practical application.

On successful completion of this module you will have demonstrated that you have:

1.	Contextualise relevant theories of sports coaching and relate them to current practices within their own sporting environment.
2.	Reflect on an individual and personal assessment of professional growth throughout the placement period and evaluate current strengths and competencies and relate these to potential development needs.
3.	Understand the sport's needs and relate these to personal career opportunities that can be utilised in conjunction with a developed self-awareness to enable an improved focus on both career potential and direction.

2.2.6 Dissertation

To provide the opportunity to conduct a research project on a student-initiated topic that is of interest to him/her. It will enable the learner to take control of their own intellectual development through the process of research, analysis and presentation.

On successful completion of this module you will have demonstrated that you have:

1.	Make clear statements of aims and objectives, and plan the independent student project process.
2.	Conduct literature searches and identify an appropriate theoretical position to support the aims of the independent student project.
3.	Select and implement suitable methods of collecting primary or secondary data and understand the methodological justification for the choice of research methods.
4.	Analyse data and develop arguments of appropriate depth and consistency for a Masters-level project indicating, where appropriate, scope for future research.
5.	Structure and submit an independent student project in a logical sequence leading to conclusions, demonstrating awareness of the implications of such conclusions.

2.3 Course requirements

All of the modules described are compulsory for meeting the requirements of the programme. Typically, the first 3 20 credit modules represent the PG Cert component with the remaining 2 modules (20 credit and 40 credit) represent the PGDip. The dissertation is the final year that represents the MSc award. The 20 credit modules are residential blocks of delivery and it is expected that you attend these. The 40 credit work-based learning module is as the name suggests, work-based. You are expected to log and reflect on key moments throughout the journey. The coach Mentor- John Trower will visit you to see how you are getting on, but this will largely be an independent period of work. Similarly, the Dissertation will require you to work with a supervisor and manage your time and project in accordance with your schedule and needs.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in September each year. It is an opportunity for you to make plans for your study over the next academic year. The opportunity to progress from the MSc Elite Coaching Practice onto level 8 programmes exists. There are two options; the standard PhD and the Professional Doctorate in Elite Performance. If you have aspirations of progressing, please contact Bryan Jones to discuss.

2.5 Study Time
2.5.1   Schedule

The weekend delivery schedules are discussed and negotiated during the first induction weekend. The rest of the study time relates to work-based learning through experimentation and reflection in practice.

2.5.2   Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. Most of these learning hours should be focused on you reading around the topics discussed on weekend delivery sessions. It is important to go beyond the content of the weekends to consolidate your knowledge. On this programme, it is essential that you take the information considered at the weekends and reflect on, and use it to experiment and innovate your practice.

2.5.3 Attendance Requirements

You are required to attend all learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Course Leader: Bryan Jones – 07717 452913

3. Approaches to teaching and learning
3.1 Learning and teaching methods

The first 2 years of the programme are based on residential weekend delivery blocks. Typically this represents 2 blocks per module. The nature of the weekend delivery is workshop-based in general. On some occasions, guest speakers will be delivering while at other times you will be expected to share practice, challenge each other and the delivery team. Most of the work occurs following the weekends, whereby you make sense of everything that has been covered, reflect and plan innovations in your practice. This is supported by reading that is signposted as well as student-derived reading. All of the information presented at the weekends is recorded and archived on the Virtual Learning

Environment – blackboard. Other resources will be placed in this space and is the main place for storing all of the information on the course.

3.2 Study skills

Some of you may have had a long period since the last time you wrote anything that was academic. Don't panic. Most of the assessments are presentational but there are some that will require you to write in an academic way. We will help you to write effectively, and we even have a service that is designed to support you. WISER is a service that allows you to submit a piece of work and they will comment on the writing only. They have no knowledge of the content, but will help you format the document well.

WISER - http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources

3.3.1 Learning Information Services (LIS)

As part of the package of being a student at UCLan, you are eligible to utilise our library and digital services. Using your corporate card, you can enter the university Library while on campus. It is more likely however, that you will use the electronic resources available 24 hours a day. There are thousands of e-books and many more journal articles that relate to your studies, and are available remotely.

3.3.2 Electronic Resources

All of the content on the programme including reading lists and archived videos of the weekend delivery will be contained on Blackboard. This will be explained during the induction event.

3.4 Personal development planning

This course represents one long personal and professional development programme. You will be challenged at every step along the programme. Your role is to ensure that you always come to sessions with a desire to learn and that you are prepared to challenge practice at every opportunity.

4. Student Support

The main sources of student support will come from the course team directly. This includes the course leader, Course mentor and Barrie Roberts, our e-learning co-ordinator. Barrie is available to offer support regarding any issues with access to all of the electronic resources and blackboard.

4.1 Academic Advisors
Based on the nature of this programme, the course leader will act as your academic advisor. Any issues relating to your studies should be directed to Bryan Jones.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy
All of the assessments that you will undertake are coursework. There are no exams. In fact, the assessments are designed to be utilised in your working context

5.2 Notification of assignments and examination arrangements

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements during a timetabled session, within module information packs and through Blackboard?

5.3 Referencing
There is an expectation that you provide supporting evidence for all of your work. This means that you will need to read as much academic materials as is appropriate for each assignment. Furthermore, you will need to provide evidence of this in the form of a reference in the text and at the end as a list. In academic circles, we use specific formats to cite the research we are using. There are many different formats, but we use one called Harvard.

What is referencing?

Referencing is a simple issue but one that many students avoid getting just right. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about

being fair. If the ideas presented are not that of the students, its sources and authors need to be highlighted.

Why reference?

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

When to reference?

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any **words** are being written from **the words of the author,** then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when **your words and ideas start and finish** and **where the words and ideas of others are included**.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often by done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout the three years of the degree, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

How to reference?

Referencing within assignments can take many different forms. The **Harvard** style of referencing is the style that **must be** adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to **directly** or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the **extract is longer than three lines of normal text**, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others **indirectly**. In this case quotations marks are not used and the page number is omitted. There are numerous sources of information in the University library on referencing. One such example is

> Brotherton, B. (2008) Researching Hospitality and Tourism: A Student Guide, Sage, London.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference List will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list, must be in alphabetical order.

The following are examples of how a reference list would appear.

References

Ritzer,G. (2004**)** *The Globalization of Nothing,* Pine Forge Press, London.

Ball, S,. Kirk, D,. Jones, P, and Lockwood, A. (2003) *Hospitality Operations: A Systems Approach,* Continuum , London.

5.4 Confidential material

As previously discussed, if you provide details in your assignments that you would prefer to remain confidential, then please inform the Course Leader, and he will ensure that your work is not used as part of any moderation process.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In fact the course recently changed from a PGDip to a MSc as a direct result of student feedback. You are offered the opportunity to feed back on any aspects of the programme at any time throughout the course. There will be a formal opportunity to provide feedback at the end of each module, and at the Staff-Student liaison committee. While it is unlikely that you can attend these meetings, you will be afforded the opportunity to provide feedback to the school President. The usual approach has been to speak directly to the staff as soon as an issue arises.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire
3.	**University School/Centre**	School of Sport and Wellbeing
4.	**External Accreditation**	UK Coaching Certificate Level 4
5.	**Title of Final Award**	MSc Elite Coaching Practice
6.	**Modes of Attendance offered**	3 year part time blended delivery
7a)	**UCAS Code**	
7b)	**JACS Code**	C610
7c)	**HECoS Code**	100095
8.	**Relevant Subject Benchmarking Group(s)**	**Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism – November 2016**
9.	**Other external influences**	**UK Coaching Certificate and CIMSPA Professional Standards – Master Coach**
10.	**Date of production/revision of this form**	**March 2018**

11. Aims of the Programme
• Develop the students' abilities to critically interrogate theories that inform sports coaching principles and practices.
• Provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
• Provide the knowledge and understanding to generate, direct and manage the implementation of cutting edge coaching solutions and programmes.
• Develop the students' critical evaluation of their own practice and that of performers with the intention to engage in innovative activities linked to enhancing performance of self and performer.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
A1. Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.
A2. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
A3. Review and apply the techniques of scholarly enquiry in order to create and interpret new knowledge in the domain of coaching.

Teaching and Learning Methods
Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor. The dissertation will be supervised on a one-to-one basis.

Assessment methods
Essays, Reports, Presentations, professional discussions, case studies and dissertation

B. Subject-specific skills
B1. Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.
B2. Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
B3. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
B4. Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.

Teaching and Learning Methods
Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods
Essays, Reports, Presentations, professional discussions and case studies

C. Thinking Skills
C1. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
C2. Employ a critical perspective to problem solving and decision making.
C3. Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.
C4. Organise and articulate complex ideas through analysis, synthesis and evaluation.

Teaching and Learning Methods
Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods
Essays, Reports, Presentations, professional discussions, case studies and dissertation

D. Other skills relevant to employability and personal development
D1. Critically reflect upon his/her coaching philosophy and relate these to his/her coaching practice.
D2. Critically reflect on his/her coaching behaviour and management in relation to theory and shared experience.

Teaching and Learning Methods

Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods

Essays, Reports, Presentations, professional discussions and case studies

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	TL4102	Coaching Practice (comp)	20	**MSc Elite Coaching Practice**
	TL4104	Coaching Analysis (comp)	20	Requires 180 credits at Level 7
	TL4105	Work-Based Learning (comp)	40	
				PGDip Elite Coaching Practice
	TL4101	The Sporting Environment (option)	20	Requires 120 credits at Level 7
	TL4103	Planning for Competition (option)	20	**PGCert Elite Coaching Practice**
	TL4120	Planning for Development (option)	20	Requires 60 credits at level 7
	TL4121	Issues in Performer Development (option)	20	
	TL4186	Dissertation (comp)	60	

15. Personal Development Planning

Personal development is embedded throughout the modules on this programme. This is evidenced in the nature of assessments within the module descriptors. The student is expected to link theory to practice and in some cases, practice to theory to identify his/her skill gaps for future development. This culminates in the 40 credit work-based learning module, whereby the students are expected to spend significant time innovating their coaching practice and reporting this in a reflective piece.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

Students are expected to hold a minimum of a lower second class honours degree or equivalent qualification. Furthermore, candidates will be required to hold a UK Coaching Certificate level 3 award in their sport, have a minimum of six years coaching experience, and will require a letter of support from the National Governing Body of Sport to be accepted on the programme. Non-standard entrants will be considered on a case by case basis and must fulfil the SEEC requirements for entry at level 7.

Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.5 or above or equivalent.

17. Key sources of information about the programme

- University website (www.uclan.ac.uk)
- PDF interactive document
- UCLanSport Postgraduate Open days
- National Governing Body advertisements

18. Curriculum Skills Map

Level	Module Code	Module Title	Comp (C) or Option (O)	Knowledge and understanding			Subject specific skills				Thinking Skills				Employability/PDP	
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2
LEVEL 7	TL4102	Coaching Practice	C	✓	✓		✓	✓	✓		✓	✓			✓	
	TL4104	Coaching Analysis	C		✓	✓			✓	✓	✓	✓	✓			✓
	TL4105	Work-Based Learning	C		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	TL4101	The Sporting Environment	O	✓	✓		✓		✓		✓	✓			✓	
	TL4103	Planning for Competition	O	✓	✓		✓	✓	✓		✓	✓			✓	
	TL4120	Planning for Development	O	✓	✓		✓	✓	✓		✓	✓			✓	
	TL4121	Issues in Performer Development	O	✓	✓		✓		✓		✓	✓			✓	
	TL4186	Dissertation	C			✓								✓		

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PG Dip Elite Coaching Practice

A1. Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.

B1. Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.

B2. Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.

B3. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.

C2. Employ a critical perspective to problem solving and decision making.

B4. Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.

D2. Critically reflect on his/her coaching behaviour and management in relation to theory and shared experience.

Learning outcomes for the award of: PG Cert Elite Coaching Practice

A1. Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.

B1. Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.

B2. Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.

C2. Employ a critical perspective to problem solving and decision making.