



Course Handbook 2020/21

MSc Sports Coaching
School of Sport and Health Sciences
Course Leader: Dr Craig Wright



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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

I would like to welcome you to the School of Sport and Health Sciences and the Division of Sport Coaching and Development. More significantly, welcome to the MSc in Sports Coaching degree.

The MS Sports Coaching is a dynamic course that aims to develop your critical understanding of the theories and practice of Sports Coaching. In line with the UK Coaching Framework, the intention is for sports coaching to be a fully licensed and professional career opportunity so that the UK becomes the number one coaching system in the World by 2016. This will require highly skilled and knowledgeable individuals to develop such a system over the next 5-6 years. Consequently, the main emphasis of the 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 threefold. 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 registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. 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 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.



Craig Wright
Course Leader - MSC Sports Coaching
Academic Lead for Sports Coaching, Development and Sports Business Management

1.1 Rationale, aims and learning outcomes of the course

There has never been a better time to enter the sports coaching industry. With the Olympic and Paralympic Games 2016 and the Commonwealth Games in 2018, plus the legacy that has been promised from major events means that employment within the sports coaching sector should be buoyant for many years to come. These events fall at a time when Sports Coach UK are planning to professionalize the industry. The roadmap for this has been outlined in the UK coaching framework. Its predominant aim is to be the best coaching system in the World by 2016. In order for this target to be realised, the workforce will need to be well trained to meet the forthcoming challenges ahead. One component of the UK Coaching Framework is the UK Coaching Certificate that provides parity across sports over four distinct levels. Level one represents the assistant coach, while level two provides the individual with the ability to operate autonomously as a practising coach. This culminates with level 4 that represents the 'master coach' and by this stage, the coach should have the knowledge and understanding to be able to experiment and innovate his/her coaching practice. Furthermore, a heightened awareness of all the allied professionals that support the coach and athlete is expected at this level.

The UK Coaching Certificate has also highlighted distinct pathways that the coach can progress through. These are:

- Children participation coach
- Adult participation coach
- Talent development coach
- Elite performance coach

This will allow individuals with different interests and competencies to excel in their chosen specialist environment. The complexities and the challenges that the sports coaching sector faces over the next few years are enormous, and we are pleased to see that you have chosen to enhance your knowledge and skills to facilitate the realisation of this task.

The underpinning philosophy of the MSc Sports Coaching 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 Sports Coaching programme has been designed to provide a high quality educational experience for existing and potential professionals 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 the industry. Furthermore, the curriculum has been designed to meet the needs of the UK Coaching Framework and aligns closely to the UK Coaching Certificate guidance notes for level 4. The curriculum will cover subject areas that apply to the four generic pathways identified by the UK Coaching Certificate as previously discussed.

Students who successfully complete the MSc Sports Coaching 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 specifically within Sports Coaching.

The aims of the Master of Arts in Sports Coaching are

1. Develop the students' abilities to critically interrogate theories that inform sports coaching principles and practices.
2. Provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
3. Prepare and develop the students for a career in Sports Coaching and the wider sports industry by developing professional and transferable skills.
4. 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.
5. Develop the students' ability to conduct research in the area of sports coaching.

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:

1. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.
2. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.
3. Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
4. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
5. Employ a critical perspective to problem solving and decision making.
6. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.

7. Take control of their own intellectual development through the process of research, analysis and presentation

8. Use their knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.

9. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.

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 5.

Successful completion of the MA in Sports Coaching is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 180 credits.

1.2 Course Team

Course Leader: Dr Craig Wright

☎: 01772 894924

✉: CMWright1@uclan.ac.uk

Staff	Room	Ex. No.	Email
Dr John Stoszowski	GR144	5702	jrstoszkowski@uclan.ac.uk
Andy Procter	GR132	5718	ADProcter@uclan.ac.uk
Danny Massaro	GR132	4690	DMassaro1@uclan.ac.uk
Dr Craig Wright	GR132	4924	CMWright1@uclan.ac.uk
Clifford Olsson	GR152	4690	COlsson@uclan.ac.uk
David Grecic	GR128	4237	DGrecic1@uclan.ac.uk
Stuart G Wilkinson	GR142	5487	SGWilkinson@uclan.ac.uk

1.3 Expertise of staff

The dedicated staff contribute a range of expertise in vocational practice including coaching, mentoring and coach educating in a range of sports. They also contribute to research and knowledge transfer in a range of areas including the use of performance analysis in sport, health strategy development and implementation, talent development and the role of family, elite performance in rugby league and coach education and learning. Expertise is also evident in our associated research institute. Led by Professor Dave Collins, the Institute of Coaching and Performance (ICaP) focuses on a broad spectrum of human challenge. The majority of this work is in high level sport, encompassing training and preparation, expertise in coaching and support science disciplines, skill development and refinement, and talent development. ICaP also addresses policy in these areas, together with broader elements of performance and coaching in business, military/emergency services and adventure education.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and 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, providing insight and direction to enable you to realise your potential.



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. Your hub is:

Greenbank Building

Sport and Health Sciences

Telephone: 01772 891998 or 01772 891999

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. All email communication is expected to be in a professional and polite tone and staff will reply accordingly. Individual staff will notify you of their preferred lines of communication and how you can book tutorials.

1.7 External Examiner

The name of the External Examiner is Mr Dean Clark, Senior Lecturer, Sports Coaching, University of Gloucester



2. Structure of the course

2.1 Overall structure

TL4188
Philosophy to Practice
Compulsory
40 Credits

TL4189
Contemporary Practice in Sport
Compulsory
40 Credits

TL4187
Research Methods in Sport
Compulsory
20 Credits

TL4109
Analysis of Coaching & Performance
Compulsory
20 Credits

TL486
Dissertation for Sport
Compulsory
60 Credits

Successful completion of the MSc in Sports Coaching is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 180 credits.

It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan.

It is your responsibility to ensure that all details are correct and up-to-date!

To register for modules or make changes to module registrations, you should fill in a **Module Change Form**. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options. **It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan. It is your responsibility to ensure that all details are correct and up-to-date!**

This programme comprises practical workshops and research elements. The lecturer led element of the programme consists of a theoretical and applied (vocational) dimension and is

delivered via formal taught sessions on a Friday during the academic year. There will be several electronic learning activities to fulfil as part of your studies to facilitate your learning.

The Theoretical Dimension

The Theoretical Dimension

The content-driven modules within Msc stages are designed to present and scrutinise theoretical positions from a multitude of disciplines that impact on the coaching process. While considering the integrity of theory, this will be considered in order to develop good practice from an interdisciplinary perspective. For example, **Contemporary Practice in Sport** focuses on the mechanics of session design right through to the consideration of global periodised training systems. This is placed within the context of skill development. Moreover, talent recruitment and development forms a significant proportion of the module, as well as health and safety, and effective planning. **Philosophy to Practice** examines the effects of our values and beliefs and how these translate into specific behaviours. Factors that influence self awareness will be discussed in relation to personal philosophy and coaching behaviours. The module will also focus on leadership behaviour as well as pedagogical tools for effective leadership. **Analysis of Coaching and Performance**, provides a focus around performance analysis. This is referring not only to the performer that you are working with, but also personal performance as a coach/leader/manager. Such factors as interpersonal skills will be deconstructed and evaluated in relation to effective coaching practice. The main focus however will be to critically review the industry standard equipment used for analysis of performance. Issues of the link between analysis and intervention planning will be explored.

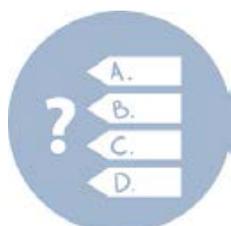
The Research Element

Although elements of research are embedded within many of the modules that do feature in the taught modules. However, research is formalised in the module, **Research Methods for Sport**. Students acquire a detailed understanding of the philosophies behind research, from methodological choices to ethical considerations. Students are exposed to a variety of research approaches and appropriate analytical approaches to match. Students will develop a range of approaches, which they can apply to a range of Sports Coaching problems. As an end in itself, students will be able to identify specific problems within a sporting context, identify the appropriate methods of inquiry, embark on a data gathering exercise, analyse data and make appropriate conclusions and recommendations. However, for those students who will like to engage in further research, the opportunities and challenges are made available in the form of the Master's **Dissertation**. A large scale research project which involves many of the key features in the Research Methodology module. Students who qualify for and embark on the dissertation may choose to research in an area of personal interest. The rewards for completing the dissertation are both

extrinsic and intrinsic and many students comment on the dissertation as being one of the most rewarding parts of the programme.

2.2 Modules available

All models outlined above are compulsory and must be successfully completed in order to achieve the award. There are no optional modules within this programme.



2.3 Course requirements

Students must pass each level (60 credits) in order to progress.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in June each year. All taught modules will be considered and the successful completion of TL4110 Research Methods For Sport is a prerequisite that enables you to proceed onto the final dissertation component of the overall programme.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

Students often ask about the workload on the Course. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours. Students will also engage in work based learning as part of their own personal and professional development.

Activity	Total number of hours
Lectures, seminars and workshops	10.5
Personal learning and study, library research and writing assignments	25.5
Total workload per week	36 hours

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module.



Notification of illness or exceptional requests for leave of absence must be made through to your course leader. Please ensure any absences are reported to the following email address: Greenbankhub@uclan.ac.uk you will then receive an automated response with an absence form that you must complete.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

If you are an international student it is your responsibility under the Visas and Immigration (UKVI) points based system to attend your course regularly and inform UCLan if you decide to withdraw, defer or suspend your studies. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications.

<http://www.uclan.ac.uk/schools/sport-wellbeing/staff.php>

3.2 Learning and teaching methods

The MSc in Sports Coaching is a demanding curriculum both in terms of academic challenge and time. To take full advantage of the programme, students must demonstrate commitment to the modules, subject disciplines, staff and other members of the group. Students will be exposed to a diverse range of teaching within and across modules. In addition, students will also benefit from working in teams and groups. Hence students will have the advantage of learning from staff who are experts in their field and from each other. The role of technology is also important and whilst students will broaden their technological skills, it will also form part of the teaching process.

To allow students to fully engage, the teaching and learning has been organised so that students can optimise their learning time. Much of the formal teaching that takes place on the programme is concentrated on a Friday. The concentration of teaching during these days means that learning is highly intensive. The teaching on this day is organised as a combination of practical's, workshops, computer workshops, debates and discussions and research presentations. The teaching and learning is highly interactive and students are encouraged to take a leading role in their learning and participate.

3.3 Study skills

In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library. For additional information relating to WISER please follow the link below:

WISER <https://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport, Tourism and The Outdoors where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the Senior Information Officer for **sport which is Michael Hargreaves** MHargreaves@uclan.ac.uk

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, through your course and modules you will have access to a range of learning materials through Blackboard.

3.5 Personal development planning

The Division of Sport Coaching and Development actively encourage students to engage in their own personal development planning. Your personal development will be addressed during the taught module Professional Development in Sport. Within this module tutors will identify a number of opportunities and areas relating to developing your personal and professional competencies. These key concepts will then be applied in a number of coaching specific modules.



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. It's your future: take charge of it! Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

<http://www.uclan.ac.uk/students/careers/index.php>

The Sports Coaching programme has been designed to ensure that graduates have the skills and knowledge that will make them employable and make a contribution to the profession of Sports Coaching and Development. The compulsory elements of the course provide a platform for students to make good optional choices across themes related various aspects of coaching practice. Within the programme there is an opportunity to take a placement year that may include an international experience. Some of our students have worked in South America, African and Dubai before completing their final year.

3.6.1 Volunteering

An important part of your personal development, whilst an undergraduate, is to ensure that you develop your skills and experiences. As a school we work closely with a number of organisations both within the university and externally, for example, Active Lancashire and Preston City Council to provide volunteering opportunities in the area across a range of community contexts that include, schools, local sports clubs and youth programmes. The benefits for you and the local community are excellent and should be an important part of your development to make you employable. Volunteering should be a fundamental part of your development and for many of our graduates has underpinned their employability.

3.6.2 Professional bodies

The programme content and learning objectives have closely consulted with the endorsement criteria for UK coaching certificate level 4 'master coach' criteria. This is currently the highest level of coaching qualification afforded to coaches. Despite the fact that the students will not be achieving UKCC level 4 certification, the ability for the students to evidence their knowledge, understanding and experiences against level 4 bench marks will significantly enhance their employability. The curriculum has a component of work-based reflection, in the form of a consultancy project. This will serve to enhance the skills of the students in a real world setting. Furthermore, several industry professionals will present on the programmes about aspects of expertise pertaining to coaching practice. By developing students with a heightened understanding of the industry, we thereby increase the likelihood that they will obtain jobs in management and mentoring positions.

<http://www.sportscoachuk.org/>

3.6.4 Global Learning Experience

Within the school our aim is to give you every opportunity to develop your skills and enable you to become employable not just in the UK but globally and within the course we will provide you with International opportunities. Within your curriculum you may experience working with students from different countries, and modules that will challenge you to experience cultural differences around the world. Other areas may include

- Exchange programmes
- Study trips

Within the last academic year 170 students engaged in a global learning experience and gained invaluable experience in the USA, Canada, France, Spain, Switzerland, Cyprus, Zambia, Tanzania, South Africa, Dubai, India, Cambodia, China, Australia and New Zealand. You have the opportunity to study a semester or a full year abroad either within the Erasmus programme which is for European educational institutions or world- wide within the ISEP programme <http://www.isep.org/>.

3.6.5 UCLanSport for Development

We take for granted the opportunity to play and study sport, however there are many young people across the globe that live in disadvantaged communities who do not either have the time, money, resources or facilities to play. For a number of years, UCLan students have worked alongside international aid agencies to support those less fortunately to raise money and heighten the profile of sport for development. In the last two years students have raised over £10,000 that have supported various sports based projects in Africa. Working through our partners Right TO Play and Sport in Action.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

During the first week of a course, you will be assigned to one member of the academic staff to act as your Academic Advisor: Dr Craig Wright who should be your first port of call. The induction programme will indicate the time during the first week at which the first meeting with the Academic Advisor takes place. You will normally see your Academic Advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.



4.1 Academic Advisors

Your Academic Advisors will meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years. They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's. Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the University's strategic plan.

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.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

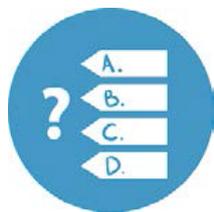
The disability contact for the School is: Nick Passenger

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

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Many modules will include opportunities to engage with formative assessment which allows you to develop your learning and knowledge, gain feedback from peers and staff in order to improve for the summative assessment, normally at the end of the module.

The assessment strategies have been designed to ensure that you have every opportunity to demonstrate your knowledge and understanding of the topic area and in addition develop the skills and experience that will underpin your development as a graduate and a sports coach. A number of the modules, particularly the practical modules are underpinned by reflective assessments and therefore require a minimum attendance in order to complete the module successfully. There are a range of assessment strategies that include

- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry based project

It is important that you use the assessment activities as an opportunity to learn and utilize the full range of support services to produce work of the highest quality. The course team have devised the assessment strategy with the needs of the sport industry in mind. The emphasis towards group work and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

5.2 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Health Sciences student submission form that are available electronically. The details should be completed electronically and presented as the **first page** of your assessment submission. Please note that the majority of written assessments are submitted via Turnitin within the Blackboard area

of your module. Assessments submitted through Turnitin **may not** require you to paste in an electronic submission sheet, however you will be advised by the module leader and it will be made clear in each Module Information Pack under submission details.

Assessment deadlines and submission processes including word counts will be clearly detailed in the Module Information Pack. Normally deadlines will be at 9am unless otherwise stated. Presentation schedules and examination dates and times will be communicated through the module leader via normal e. Communications. Marking criteria guidelines will be outlined in the Module Information Pack

5.3 Referencing

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. Referencing examples include:

Trimble, L., Buraimo, T., Godfrey, C., Grecic, D. and Minten, S. (2010) *Sport in the UK*. Exeter: Learning Matters.

Lyle, J. (2004). *Sports Coaching Concepts*. London: Routledge.

Lee, M. (1997). *Coaching Children in Sport*. London: Spon Press

For further information regarding how to reference please follow the link;

http://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

If in doubt about any ethical issues related to their research students should consult a member of the academic teaching team.

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.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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 addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example, in previous years we have changed the timetable in response to issues raised from feedback from students.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting

that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. There are Student Staff Liaison meetings held twice per year that provide an opportunity for you to make a contribution to the operation of your course through your student reps or at any time you can book an appointment with your course leader to discuss any emerging issues related to the course. Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

As a year cohort you can nominate students to represent you at liaison team meetings who you can provide feedback that will help us make your time on the course more enjoyable and of value. As a course team we will endeavour to feedback to you through appropriate channels.

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 Main Campus
3. University School/Centre	Sport and Health Sciences
4. External Accreditation	N/A
5. Title of Final Award	MSc Sports Coaching
6. Modes of Attendance offered	Full time/ part time/ blended delivery
7a) UCAS Code	N/A
7b) JACS Code	C610
8. Relevant Subject Benchmarking Group(s)	Events, Hospitality, Leisure, Tourism, Sport & Tourism.
9. Other external influences	UK Coaching Framework
10. Date of production/revision of this form	March 2017
11. Aims of the Programme	
<ul style="list-style-type: none">To develop the students' abilities to critically interrogate theories that inform sports coaching / coaching science principles and practices.	

- To provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
- To prepare and develop the students for a career in Sports Coaching and the wider sports industry by developing professional and transferable skills.
- 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.
- To develop the students' ability to conduct research in the area of sports coaching and coaching science related areas.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.
- A2. Synthesise innovative interventions based on appropriate objective analysis of the performer/s
- A3. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard

Assessment methods

Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

B. Subject-specific skills

- B1. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.
- B2. Critically examine the holistic planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
- B3. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
- B4. Synthesise innovative interventions based on appropriate objective analysis of the performer/s.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods

Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

C. Thinking Skills

- C1. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
- C2. Employ a critical perspective to problem solving and decision making.
- C3. Take control of their own intellectual development through the process of research, analysis and presentation.
- C4. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

D. Other skills relevant to employability and personal development

- D1. Critically reflect upon his/her coaching philosophy and relate these to coaching practice.
- D2. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.
- D3. Take control of their own intellectual development through the process of research, analysis and presentation.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods

Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	TL4186	Dissertation for Sport Contemporary Practice for Sport	60	Masters Degree Requires 180 credits at Level 7
	TL4189		40	
	TL4188	Philosophy to Practice Analysis of Coaching & Performance	40	
	TL4109		20	
	TL4187	Research Methods for Sport	20	
15. Personal Development Planning				
<p>This programme has been designed to meet the needs of the sports coaching industry through the UK Coaching Framework. All aspects of the programme have been discussed with industry partners to ensure that the career-oriented features of the course are as current as possible. A key focus of TL4188 Philosophy to Practice module is to audit knowledge, skills and competencies that each student possesses in relation to the sports coaching industry.</p> <p>Personal Development Planning is a crucial element of the courses and students are provided the opportunity to develop and learn through self-determined reflection and action planning. This dimension of the programme, through TL4189, TL4188 and TL4187 gives students the opportunity to develop professional and personal skills in an attempt to enhance future career developments. Students will evaluate their core skills and attributes and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance their professional practice.</p>				
16. Admissions criteria *				
(including agreed tariffs for entry with advanced standing)				
<i>*Correct as at date of approval. For latest information, please consult the University's website.</i>				
<p>Students require a good honours degree (or equivalent) in which a major part of their studies has incorporated aspects of sports coaching or related disciplines (e.g. sport science). Other graduates who can demonstrate a commitment to the study of sport or who have significant experience in the sport industry will also be considered for entry.</p>				

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

- **UCLansport promotional material**
- **Prospectus**
- **University website**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Compulsory (COMP)	Programme Learning Outcomes													
				Knowledge and understanding			Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development		
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
LEVEL 7	TL4186	Dissertation for Sport	Comp			✓						✓	✓	✓			✓
	TL4189	Contemporary Practice for Sport	Comp	✓			✓		✓	✓	✓	✓		✓	✓		
	TL4188	Philosophy to practice	Comp	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓
	TL4109	Analysis of Coaching & Performance	Comp		✓			✓	✓	✓		✓	✓	✓	✓	✓	
	TL4187	Research Methods in Sport	Comp			✓						✓	✓	✓			✓

Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Postgraduate Certificate

- A1. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.
- B1. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.
- C1. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
- D1. Critically reflect upon his/her coaching philosophy and relate these to coaching practice.

Learning outcomes for the award of: Postgraduate Diploma

- A2. Synthesise innovative interventions based on appropriate objective analysis of the performer/s
- B2. Critically examine the holistic 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.
- D2. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.